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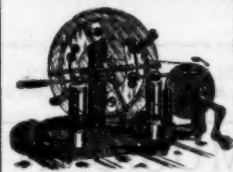
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BY MEANS OF THE IMAGES OF OUTWARD THINGS WHICH WE ACQUIRE BY THE SENSES, SENSATIONS ARE PRODUCED IN OUR MINDS.
—ZOLLIKOFFER.

DUTY AND PLEASURE SHOULD BE INTIMATELY ASSOCIATED IN TRAINING CHILDREN.

FROM NO ONE CAN A CHILD RECEIVE RELIGIOUS INSTRUCTION WITH MORE BENEFIT THAN FROM A MOTHER.
—FENELON.

THERE SHOULD BE WORLD-HONORED DIGNITARIES, AND WERE IT POSSIBLE, TRUE GOD-ORDAINED PRIESTS FOR TEACHING.
—CARLYLE.

THE HINTERSCHLAG PROFESSORS KNEW SYNTAX ENOUGH, AND OF THE HUMAN SOUL THUS MUCH: THAT IT HAD A FACULTY CALLED MEMORY, AND COULD BE ACTED UPON THROUGH THE MUSCULAR INTEGUMENT BY APPLIANCE OF BIRCH RODS.
—CARLYLE.

AT a funeral of a teacher in Michigan the minister closed the several paragraphs of his discourse with the remark, "He was a good man." This led those present to think over the life of the man, and it was conceded that the highest praise was meted out in those few words. Not that he was a learned man, deep in the lore of Greece and Rome and able to solve knotty problems in algebra; nor that he was a strict man, who could spy a mischievous boy making pictures on his slate when he should have been learning the rules of grammar. He was simply marked out as "a good man."

Should the teacher aim at this high excellence? The law says "he must have a good moral character," and the community also demand it, but he may have this and not be "a good man." The former is the vestibule to the latter; thousands enter it that never press on into the other. But we really believe it is the duty of those who stand on the high ground the teacher occupies, to lead stainless lives, exemplary lives. They are really lights to the young, guide-boards to the young, and models to the young. The ten million, in the school-rooms of this republic this day, are taking color from the teacher who is hearing lessons, and are regulating their minds and hearts from his. As we set our watches by some standard time-piece, so are pupils going in accordance with the one who is set over them.

There is another point: only that teacher really teaches who has attained to the desire to live in accordance with God's laws. Jesus was baptized, and then came the struggle with temptations. He came from the desert able to teach, because he felt the depth of meaning in the words that "man cannot live by bread alone." He who would teach in the school-room successfully, in the largest way, must, like the Great Teacher, look down deep into the depths of things. Goodness is not one of the subjects in any state or county examination, but it is the most important qualification after all.

THE GENERAL ASSEMBLY of the Presbyterian church has just closed its annual session held in this city. A preacher, no matter what faith he professes, is a teacher; he is following in the footsteps of the Great Teacher. There will be protests immediately made as to differences; but listen to a little story. One night two men sought shelter in a small log house in southern Illinois—one a Catholic and the other a Presbyterian. The latter started a conversation that might have been a controversy; but the former said, "Do not let us talk about that upon which we differ, but about what we agree upon." Let us imitate the sound philosophy of this man.

The teacher and the preacher are alike in position. They have not, however, the same dignity, for the teacher has allowed himself to be pushed out of his true field—the forming of character. We see, however, the beginning of a better day for him. The new education proposes a higher, nobler, broader, and more dignified position for the teacher, and as the years roll by he will attain it. He has allowed himself to be forced into a narrow field—drilling in the alphabet and multiplication table. And to all urgings and entreaties that he place his calling on a scientific basis, he has turned a deaf ear. But the tide has at last begun to turn.

In listening to the debate of this body, a likeness to the debates of the National Association of Teachers was very apparent. Was this measure advisable? If so it was because it was more effective in improving humanity. The subject of Temperance was debated with increased earnestness; and this again reminded one of the educational meeting. A few years ago this subject was steadily refused admission.

There is a movement going on underneath superficial sight so far that it is not apparent to all, that

aims at the advancement, and happiness of humanity. In this work—the coming of the rulership of the Creator—both teacher and preacher must join hands, and labor together.

THE EXHIBITION of Drawing, Modeling, Form-making, and Penmanship, made at Newark on Saturday last, was one of the best testimonies of progress in educational methods that has come before the public. The schools of Newark have been steadily coming to the front for many years. Supt. Barringer has given unremitting attention to all discussions and all movements; we do not know of an educational meeting of note at which his face has not been seen. He has been fortunate in assembling around him a corps of able principals. Contrary to the usual rule, a man appointed principal of a school in Newark immediately became an active educational workman, subscribed to educational papers, purchased educational books, and attended educational gatherings.

In his last report Supt. Barringer recommended an exhibit of pupils' work, and this was made last Saturday; many parents were present—the Newark public evidently approve of manual training in the schools. The teachers, who saw the work of the pupils interesting so many, could not but have been delighted; it was a day of rejoicing for them. The public were asked to look into educational manual training and say what they thought of it. Here was the test of much thinking and study by the educators of Newark. We prophesy that others will demand that their children, too, be taught in these superior ways, which this exhibition showed them to be.

THE MEETING of educational workers, held last week in Boston, and reported on another page, was a most important one. A number of high minded men and women have established a society whose object is the improvement of the public system of education. They are not overturners and anarchists, but helpers and co-workers. The speakers at this meeting are sober and intellectual teachers, and their associates are among the most thoughtful men and women in the land. The hands on the dial of reform are not moving backward but forward. This new society is destined to have a most beneficial influence in aiding the large number of thoughtful persons in Boston and vicinity, who are in earnest to make our public system of instruction more and more potent for good.

LAURA DEWEY BRIDGMAN, the well known deaf, dumb, and blind woman, died last week. Although she never saw, spoke, or heard, she was the means of doing more for the deaf mute's education than any other unfortunate that ever lived. She was almost completely shut out from the outer world, for, in addition to the loss of hearing, seeing, and speaking, her sense of smell was destroyed and that of taste much impaired. The result was that at eight years of age she knew almost nothing except what she had learned through the sense of touch. Notwithstanding all these obstacles, she learned writing, talking by means of signs, grammar, arithmetic, and a little music. Her education taught the world some new things concerning the processes of education. Her teacher, Dr. Samuel G. Howe, deserves to be classed among the educational reformers of the present century. People began to say, "If so much can be taught an ordinary girl in spite of so many disadvantages, how much more ought to be taught bright children in the full enjoyment of their senses!" Laura Bridgman set the world thinking as it never thought before, and it has kept on thinking and will keep on until obsolete methods are everywhere exchanged for rational processes of education.

WHAT SHALL BE THE OBJECT?

The teacher who comes before his class with the feeling that he must secure the learning of certain facts, is sure to go wrong. If a child is in a burning building, one can properly shout out a fact to him—to go to the right or to the left. But the case before the teacher is quite different. In a certain noted academy in New England the young men when they enter are asked, "Are you to fit for college, school of technology, or business?" If a student says "nay" to all of these he creates consternation. This academy represents most schools, yet the public like it; and yet they are not satisfied with the results.

Twenty-five years ago the teacher cared little about the meaning of education, for children did not come to school to be educated; but the teachers of to-day are asking, "What is education?" for the outcome of the schools has been unsatisfactory, and it is suspected that the reason is that the school does not educate. We hear less about "schooling" than we did. It is not ten years ago that an educational (?) paper said, "What is an educator, anyway?" There is now a looking into the objects of educational practices. The old cry, "The parents will not allow me to educate," raised by the teacher for many years, will give place to another by the parent, "You must leave the school-room, for you do not know how to educate the children."

We have not yet arrived at that point, it is true, but we are nearing it. The teacher must know what education means. The old definition by Addison, while a pretty one in sound, is worthless, as well as unscientific and untrue: "Education is to the human mind what sculpture is to the block of marble." It is far more like the warmth which the hen imparts to the egg on which she sits. The child is a self-educating being; he is born with powers that grow in certain lines—lines that are fixed. It is beyond the power of any human being to educate another; he may assist in the operation, and that in a very large degree.

If we study a child, and surely we must do this to know how a human being grows mentally and morally, we find that its attention is arrested by the people about it—the first lessons that interest it are on a subject that will furnish its last lessons. The child looks long and carefully at its mother, its father, at the friends who come in and go out; just as it is ready to leave the world, when its hands tremble with age, it reads the newspaper, the chronicle of the doings of people in all parts of the earth.

Then comes the earth—the things that grow out of it, the trees, the plants, the animals. The products of man's labor, the commingling as we may say, of man and earth, are equally interesting to the child—a cane, a toy, a hammer, a whistle, and later on its clothes, its bicycle, its pistol, watch, or gun.

Along with its attention to these three subjects, there is apparent an effort at expression. The child makes a sound with its mouth, and the mother shows it how it can make that sound represent a thing. But it tries to express itself long before this by cries and struggles. The power of expression is one that is built into the human mechanism; it exists along with the power to understand; it is the effort to show that it understands, and what it understands.

Along these four lines the powers of the human being go out spontaneously. The educator can only interest the child in man, in the earth, in man's products, and await the result. He can know and measure the effect of these upon the child by noting the expression they call forth. He can aid the child in his expression, for many forms of expression are artificial; the usual forms are language, numbers, drawing, and construction.

There must be an effort to produce a totality of effect; it is one of the faults of our usual methods, that many things are aimed at instead of a few. Seven different studies are often given a child of twelve years of age; reading, spelling, penmanship, grammar, geography, arithmetic, and history. But a unity of effect is thereby lost. The true plan would be to direct the child's attention to man (either near by or distant; at some stage history might cover this); to the earth, (at some stage geography properly taught might meet this want, but the plants, the animals, the pebbles, the soil, the near-by things—these are needed); to products of man and earth, and then teach modes by which it could express itself concerning these subjects. The tendency that has exhibited itself to multiply subjects of study will certainly give way; nay, it is already giving way. Formal grammar is disappearing from the primary and advanced primary schools, after holding sway for 500 years; it will never return. Arithmetic is

being steadily reduced in amount. History is no longer learned by heart. Spelling is a part of every exercise. Drawing and construction are steadily coming forward.

All these signs indicate that there is a shifting to get a wholeness of effect as a result; *multum non multa*.

The memory of the child is at last to be properly treated: it is not to be a museum of curiosities; such, for instance, as a knowledge of the height of the great pyramid of Egypt, the age of Alexander the Great, the number of men lost in the invasion of Moscow by Napoleon, the number of feet in the nautical mile, etc. First, he should have a knowledge concerning the race to which he belongs, what that race constructs, the earth under his feet. Daily deepen these outlines by interesting the pupil in examining, and cultivate the power of expression. This process must go on in these directions year after year. Why? Because this is the plan of the Great Creator. Let no man attempt to improve on nature, let him study simply to know it.

The change from heterogeneous study has begun, but the school-program as yet shows it only slightly. It is, however, a dictum of the new education that far beyond the ideas of the teacher stands the process of self-education built into the child's nature. It may be ignored; the receptive power may be over-worked, the conjoining, analyzing, abstracting, and generalizing powers may be overlooked, but in time the reaction will come. Yes, it is at hand. We may deride those who study psychology, but they are right, and time will vindicate their wisdom.

EDITORIAL CORRESPONDENCE.

The Chicago manual training school is certainly one of the features of this remarkable city. Six years ago it was planned by the Commercial club, and it has had a most prosperous career. As I came up Twelfth street I heard the click of the hammers in the forge shop; that sound of itself shows the old medieval classicism has begun to lose its hold upon the schools. The iron gate through which I entered, had been constructed by the pupils, and everywhere some product of their labor was observed, such as desks, bookcases, and tables. Conducted by Dr. Belfield, the pupils of the lowest class (there are three classes) were seen at work on wood. There were about fifty here at work, with hammer, plane, chisel, or lathe; each had previously drawn out a plan (usually it was a blue print), and was constructing in accordance with it. In the foundry, boys were seen at work; twenty-four forges were managed by as many boys. There is a steam engine, and each boy learns to manage it.

The machine shop is for the highest class of boys. Here steam engines are made—some of eight, six, and three horse power.

Now what of all this? First, the usual course of study of a higher school is pursued—it is a school, not a place for teaching trades. This work is an additional educative influence. And the joy that was apparent everywhere shows that it is done under impulses that make it powerful for good. The waste steam of existence is quite large. It has been thought well to encourage young men to play base-ball, and to row, in order to get some muscular development into them. Here this is directed in channels that help to educate. The one hour a day to drawing, and the two hours to shop-work, will employ a boy's motive powers, and give him an energy and self-reliance that could be got in no other way.

The pupils pay a tuition fee that averages about \$100 per year, and the faces of the students indicated they ranked among a cultivated and educated class. The graduates are found in various occupations, some as teachers, some as clerks, some at colleges as students, some in law offices, some as engineers, manufacturers, some in railroad offices,—that quite a number are in universities is apparent. They gain good reputations as students in whatever college they enter.

A visit like this impresses one with the idea that the entire being is addressed and cultivated. There is a placing of solid ground under a boy's feet. The student learns to do, here he takes hold of life's realities. That these boys will be stronger intellectually than if they only had books before them is plainly apparent to one who looks beneath the surface.

I was impressed by a brief visit to the Bryant & Stratton business college. It is in a five-story building on Wabash avenue, fronting the lake. The college occupies the third and fourth floors, and is in a delightful place, with excellent light and ventilation.

In the business office of the college, I met H. B. Bryant,

the veteran founder of the original Bryant & Stratton chain of colleges. He still possesses the dignity and urbanity that made him such a favorite years ago.

In company with Mr. Bryant I looked into the different departments of the college.

I was particularly impressed by the bright, intelligent faces of the army of young gentlemen and ladies in attendance, and the intense interest all seemed to take in the work before them. The students seem to be imbued with energy, ambition, and perseverance. It was a very bee-hive of industry. The instruction was made forcible and practical.

The shorthand and typewriting department, in charge of Prof. Platt, struck me particularly.

Here was a group of students with pencils in hand learning to make the cabalistic characters; by practice they hope to attain a speed of two hundred words per minute. They write from dictation, already an average of eighty or one hundred words per minute. These will be sure of a position, as soon as they leave the school. In another room was a class of young ladies, making music on forty writing machines. Here they were learning all sorts of practical work, some printing from shorthand notes, some duplicating with hektograph and mimeograph.

There is a business exchange with a walnut desk for each student, and offices for different lines of business.

The student, for the time, is a country merchant, for example. He conducts his business, keeps his books, and corresponds with a wholesale establishment in another department, supposed to be located in Chicago. Hence the transactions are real, and embrace all kinds of imaginable transactions.

It was an interesting and animated scene, and reminded me of a board of trade or merchants' exchange.

The college is evidently very ably managed, for its graduates are in demand beyond the supply. The result of the Bryant system of teaching has been incalculable; the whole country is indebted to it. It is another of those evidences that genius and ability, when employed in education, produce results that are beyond the reach of those who merely follow the routines that have been handed down to them. A. M. K.

WHERE ARE YOU GOING TO SPEND THE SUMMER?

Where are you going to spend July and August, and what are you going to do when you get there? Are you going to swing in the hammock like a lazy dude, and dream away the beautiful hours? We hope not. Here is the advice of an older brother. It is good. Read and profit thereby.

Associate with agreeable and intellectual companions. They will do you good, and you will do them good. The mutual interchange of thoughts will be beneficial to all. You can get little good from those you dislike. But you may like a cat ever so much, and yet get little good from it. Intellect is needed to sharpen intellect. Wit is always intellectual, but laughter is not always. The very presence of intellectual companionship will do you good, if in no other way than by silent influence.

Play sensible games. You ask, what ones? We are not going to tell you. You know as well as we do. Some games are positively idiotic, others are decidedly intellectual—we had almost said—spiritual.

Read the best books. Which ones? That is for you to tell. What is food to one is poison to another. Choose for yourself. We would suggest the poetry of arithmetic, the romance of grammar, the marriage of the trees and the sky, the mystery of frost and dew, if they were written. Alas, they are not! *Read something that will help you as a teacher.* Never forget for a minute that you are a teacher. Teaching is the grandest work on earth. If an angel never forgets that he is an angel, or a saint that he is a saint, why should a teacher ever forget she is a teacher?

Do not forget to have the SCHOOL JOURNAL sent to your summer address. You cannot afford to miss a single number. If you wait until you return to your work, the pile of goodness will be too heavy for your mental digestion.

Eat the best food, breathe the best air, sleep in a cheerful, sunny room, and get near nature's heart. In a word, be happy, but not lazy; be diligent, but not vexed with work; be calm, but not stupid; be presentable, but not overdressed; be companionable, but yet considerably alone; be on the alert, yet seemingly somewhat lymphatic. Throw physic to the dogs. Live while you live, and say to the busy world, "Good-by, for a while," yet do not fail to read a daily paper. Look at it through your loophole of retreat.

CALIFORNIA is on the alert as to its educational affairs. The second summer session of its State Teachers' Association will be held at Pacific Grove, Monterey county, June 25-28. This is to be followed by the meeting of the Chautauqua Literary and Scientific Circle, at which many eminent educational men and women in the Methodist Church will be present. This is the kind of a union of church and state which is worthy of commendation. When such lay men as Charles H. Allen, Ira Moore, and Ira G. Hoitt, unite with such church men as Bishops Vincent and Warren and Dr. Hurst, something is certain to be done. We shall wait with interest to ascertain along what line of progress they intend to move.

The following from N. A. Calkins' little book on "Ear and Voice Training, by means of the Elementary Sounds of the Language," is respectfully commended to George P. Brown, of Illinois, for his careful consideration:

"THE SENSES ARE THE ONLY POWERS BY WHICH CHILDREN CAN GAIN THE ELEMENTS OF KNOWLEDGE; AND UNTIL THESE HAVE BEEN TRAINED TO ACT NO DEFINITE KNOWLEDGE CAN BE ACQUIRED.

It would seem that such a statement would be perfectly obvious to any man or woman of average mental power. The universal consensus of all thinkers for the past twenty-five hundred years affirms the truth of Dr. Calkins' sentence. It is past all our comprehension how any man of thought can deny so obvious a truth.

It costs \$10 to teach a boy one year in the Jersey City schools. It costs \$100 to arrest him for petit larceny and commit him for a brief term to the city jail. What are the items in this count in Chicago, Cincinnati, Buffalo, and San Francisco? It would be interesting to know the comparative cost of crime and ignorance. How many more dollars is an upright and capable boy worth to the state than a vicious and ignorant one? The arithmetic of education has not been written.

THERE are thousands of children growing up in ignorance at our very doors, yet the enforcement of a compulsory education law would be a farce, unless some effort was made to provide seats for those who would be compelled to attend. Those statements recently made by Supt. Poland of Jersey City are true, *every word true*. What folly to compel children to go to school when there is no place for them to go to!

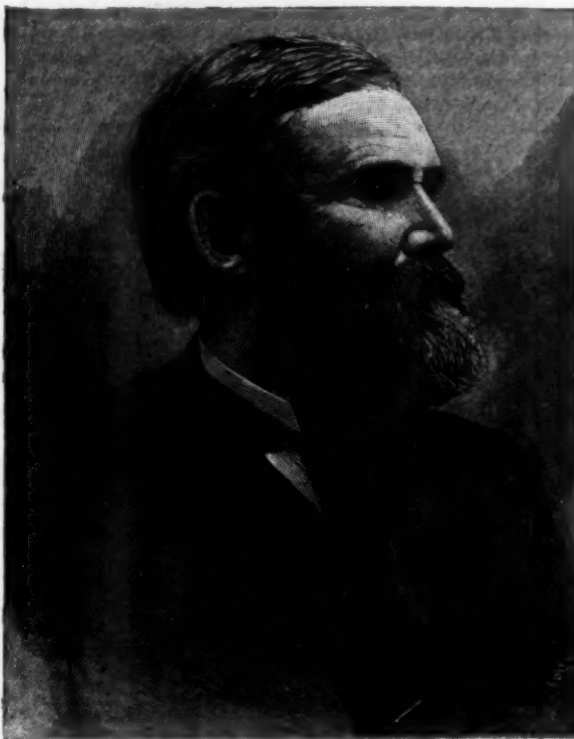
THE Hon. E. E. Higbee has been confirmed by the senate of Pennsylvania as superintendent of public instruction. We have repeatedly commended his work, and we now take special satisfaction in knowing that educational affairs in the Keystone state will be in first rate hands for several years to come.

SCHOOL officers in this state, especially those who did not read last week's JOURNAL, would do well to possess themselves of a copy of chapter 245 of the laws of 1889. It changes the time for holding school meetings, and for closing the school year, and prescribes new regulations in relation to the filing of reports and the election of district officers.

BECAUSE Abraham Lincoln was educated in a log school-house is no argument to prove that all children educated in log school-houses will be Abraham Lincolns.

OUR Chicago office is now at 185 Wabash avenue, instead of 151. Mr. A. Flanagan, well known to Western teachers, is in charge of it. This location is, if possible, more convenient than the old one. A large stock of our valuable books is constantly on hand, and orders will be filled promptly. All subscriptions and letters from agents or others should be sent to the main office in New York.

SUMMER SKETCHING CLASSES are very profitable. We are glad to learn that Mr. Edward L. Chichester, who has had much experience in conducting such classes, will take charge of one this summer. Those who desire to join it, would do well to write to Mr. H. E. Hayes, 21 University Place, at as early a date as possible. No summer occupation is more pleasurable for those who have the talent for it, than open-air pencil and brush work.



SUPT. ALEXANDER HOGG.—TEXAS.

Supt. Hogg is by birth a Virginian, but by adoption a Texan. He has given the problem of illiteracy careful study, and while he is cautious in his statements, he feels that it ought to be grappled with and removed by every possible legitimate effort. He says that "illiteracy is increasing at a fearful rate even among the white citizens of Texas," and he proceeds to demonstrate these facts.

In 1870 there were only 17,505 illiterate white voters, but in 1880 there were 33,085. There you have the startling increase of illiteracy among the white voting Texans of 90 per cent. The colored illiterates numbered 47,235 voters in 1870 and 55,699 in 1880, an increase of 26 per cent.

He explains how it is that Texas should have gained so rapidly in this downward movement. "Some of these voters are from old Virginia, some from the Carolinas, from Georgia, and not a few from Alabama, Mississippi, and Louisiana. This increase in illiteracy in the voting population has not been confined alone to the states mentioned. The fact is that, with the exception of little Delaware, the increase of illiterate voters in the South from 1870 to 1880 amounted to 187,671. In this downward race it is a little singular that the white and colored have kept so close together, but it shows that the education needed is not wholly for 'the brother in black.'"

Mr. Hogg has always been full of patriotism and zeal, and one of his first public utterances was made while a student. A portion of a speech, "The American Union a Geographical Necessity," made in 1861 has gone into our literature in the shape of "A Patriotic Reader," by Gen. H. B. Carrington. He organized the public schools in the city of Fort Worth, Texas, in 1882, without one building and with only six hundred pupils. Now there is a daily attendance of three times that number, and nine comfortable and well-adapted school buildings. He has written much upon educational topics, and delivered an address before the International Congress of Educators, at the World's Exposition, New Orleans, entitled "The Railroad in Education," which shows his versatility and wide range of information and thought. He is a sound reasoner, and convincing speaker, and his success as an educator is due to many rare combinations. He has a liberal education, supplemented by practical training, and in connection with these, he has always exercised a conservative spirit, and, above all, his love of country and broad patriotism stamps him a true type of the American citizen.

ARE your school-rooms well lighted and pleasant? Then be happy, but pity your unfortunate brothers and sisters who are teaching amid dark and forbidding surroundings.

A TEACHER is both born and made.

EVERY available berth having been reserved in section B, for the teachers' excursion on the Anchor line steamer "Furnessia," sailing July 6, Messrs. Gage & Son inform us that no more bookings can now be received for that date under any circumstances.

Berths may still be reserved in section A on the Hamburg-American steamer "Suevia," sailing June 29, at the regular rate, but, as the number is limited, applicants should lose no time in forwarding deposits.

The "Suevia" is chartered expressly for the teachers' excursion, and this section will be accompanied by Mr. Frank C. Clark, late U. S. Consul at Jerusalem, and American manager for Messrs. Gage.

The Messrs. Gage announce that arrangements have also been completed by which section C of the excursion will sail by the magnificent Anchor line steamer "City of Rome," on June 26, and section D by the Guion line steamer "Wisconsin," on July 9. Round trip tickets by the "City of Rome" will cost \$15, additional, and by the "Wisconsin" \$10, additional, making the total cost \$165, by the former, and \$160 by the latter.

Passengers by these steamers will go via Liverpool, and return via Glasgow, without extra charge.

Sections B, C, and D will each be met on the other side by one of Messrs. Gage & Son's competent conductors, who will accompany the party throughout. About two hundred teachers have already booked for these excursions and new names are being added every day.

For further particulars address H. D. Newson, manager educational department, 946 Broadway, New York.

DR. WILLIAM R. HARPER, of Yale University, is now well known as one of the foremost teachers of languages in the United States. His inductive method, developed first in connection with Hebrew, has now been extended to Latin, Greek, and the modern languages. Dr. Harper has associated with himself in the elaboration of his method a group of capable and enthusiastic men who have aided him materially in carrying out his plans. In the Chautauqua College of Liberal Arts, of which Dr. Harper is principal, the inductive method is taught by the very men who have had so much to do with its practical development. The very best results are, therefore, secured under these favorable circumstances. It is the policy of the Chautauqua management in connection with the college to secure as fast as possible the services of eminent college professors, and to provide for the summer students regular college lecture and recitation rooms for the period of six weeks. The curriculum includes nearly twenty distinct departments.

WE have many duplicates of the following circulars on our table which we shall be happy to mail to any one applying for them: The Official Bulletin of the National Educational Association, Nashville, July 16-20; Martha's Vineyard Summer Institute; Sea-side Summer School of Pedagogy, Asbury Park, N. J.; Glens Falls, N. Y., Summer School; Circular, Regulations, and Program of Examination for N. Y. State Certificates, Aug. 26-30; Grand Mid-Summer Excursion to Nashville, via Ohio and Chesapeake R. R.; New York State Teachers' Association, Brooklyn, July 2-3.

SEASIDE SUMMER SCHOOL OF PEDAGOGY.

ASBURY PARK, N. J., JULY 15-29.

This summer school has arranged fifteen subjects, and over one hundred lectures and lessons on the following subjects: Pedagogy, ten lessons, by Wm. N. Barringer, superintendent schools, Newark, N. J.; psychology, ten lectures, J. M. Green, M.A., principal state normal school, Trenton, N. J.; history of educational thought, five lectures, Jerome Allen; school management, five lectures; zoology, fifteen lessons; botany, fifteen lessons, P. E. Demarest, principal grammar school, Long Island City; arithmetic, ten lessons, Wm. M. Giffin, A.M., principal grammar school, Newark, N. J.; geography, ten lessons; language, ten lessons, A. H. Kelly, A.M., principal Lyman school, Boston, A. B. Guilford, principal grammar school, Jersey City, N. J.; history, five lessons, Edwin Shepard, principal grammar school, Newark, N. J.; music, ten lessons, Prof. C. R. Bill, Boston; writing, ten lessons, J. S. Cooley, Windsor Locks, Conn.; physiology, five lessons, Dr. E. P. Iff, Newark,

N. J.; reading and spelling, five lessons, principals Wm. M. Giffin and A. B. Guilford.

There will also be the following special departments: Elocution, fifteen lessons, Miss Minnie Swayze, New York City; drawing and manual training, twenty lessons, Prof. L. H. Thompson, supervisor drawing and manual training, Jersey City, late of Purdue University; wood carving, Miss Lura L. Thompson, Jersey City; microscopy, fifteen lessons, Stephen S. Day, principal grammar school, Newark, N. J.; physical training, Miss M. E. Humpston, Plainfield, N. J. For further information, address Edwin Shepard, 77 Court street, Newark, N. J., president; A. B. Guilford, 297 Webster avenue, Jersey City, N. J., secretary.

THE CONNECTICUT REPORT.

By HON. HENRY SABIN, State Supt. Pub. Inst'n, Iowa.

Is psychology the only educational subject worthy our attention? Is manual training a panacea for all the evils which afflict the public school? The Connecticut report reveals the fact that while we are discussing which brand of flour makes the best bread, the children in some of our country schools are perishing from hunger. Still the discussions will undoubtedly, like Tennyson's brook, "Go on forever." We shall continue to walk on stilts: to play with balloons; to fight plain facts with our theories; talking of what *ought* to be and neglecting what *is*. The function of the public school is to teach the boys and girls to read, and write, and cipher; to fit them to discharge the common-place duties of every-day life; and we have on an average, only about four years in which to do it. In many cases we have much less time than that. Would it not be well enough for our leading educators to alight for a time; to come down and walk on the earth, and see of what kind of dust the *ordinary* school teacher is made? Let us give psychology a rest for a time; it certainly needs it. Let manual training have time to take root and sprout and grow, until we can see what species of plant it is, and what kind of fruit it will produce. Pedagogics has got a fair start in the race, and there is no great need for indefinite discussion in that direction. In the meantime, our state associations, and even our National Educational Association—if it can compress itself sufficiently in volume—may well turn attention to the wants and necessities of the schools in our rural districts. There are certain things which stand directly across the pathway of our educational progress as a people. They are not fiction, they are facts; they are not shadows, they are substance. A windmill is not a good weapon in offensive warfare. The great need of this hour is to arouse the people to the necessity of providing better schools, and more suitable accommodations in the country neighborhoods. Those who do not believe these statements would do well to study the Connecticut report, and possibly they will be convinced.

STATE NORMAL INSTITUTE,

MORGANTOWN, W. VA.

The State Normal Institute held its first session of four weeks in 1888, and although something entirely new and untried in West Virginia, and only organized three months before the session was to open, it succeeded beyond the most sanguine hopes of its originators. The session for 1889 begins June 18, and continues six weeks. This institute invites comparison with any other summer school for teachers in the country. Dr. D. B. Purinton, of Morgantown, is president, and Edward S. Elliott, of Morgantown, secretary.

THE AMERICAN INSTITUTE OF INSTRUCTION,

BETHLEHEM, N. H.

The American Institute of Instruction bears the honor of being the oldest association of teachers with a continuous history in America, nor is any foreign society of the kind known to have had so long an existence. It was born in Boston in the famous year 1880. The 60th annual convention will be held at Bethlehem, N. H., July 8-13. Geo. A. Littlefield, Newport, Mass., president; Ray Greene Huling, New Bedford, Mass., secretary.

WISCONSIN SUMMER SCHOOL FOR TEACHERS.

The Wisconsin Summer School for Teachers has been placed upon a secure foundation by the recent action of the state legislature, making an appropriation for its support and placing it under the direction of the state

superintendent and the president of the state university. The next session of school opens at Madison, June 9, and will provide special instruction in psychology, pedagogy, chemistry, physiology, zoology, botany, geography, and language (English), suited to the needs of teachers in the public schools.

TREASURE-TROVE CASH-PRIZES.

The stories appearing from month to month in the TREASURE-TROVE competition are causing a deal of comment and gratified surprise at their high literary quality, which is remarkable in writers so young. The names of several winners of the ten-dollar prizes appeared in the last JOURNAL. To these may be added R. Earnest Poole, of Petersburg, Va.; and among those who won prizes of five dollars each were Eva Worth, of Mountain House, Ark.; Alice E. Crawford, of Seneca Falls, N. Y.; Flora W. Gould, of North Caldwell, N. J.; A. E. Thistleton, of Newark, N. J.; Wm. E. Cunningham, of Philadelphia; Roger A. Simonson, of St. Charles, Ill.; Jennie A. Morrow, of Morristown, N. J.; Dora Folsom, of Rahway, N. J.; Annie G. Prickett, of Squankum, N. J.; William R. Tandy, of Kingston, Ont., besides others whose names appear in the June TREASURE-TROVE.

This wide distribution of prizes shows that there is plenty of literary talent in the schools of our country, and that it is not monopolized by any one state. It shows, too, how much may be done to put life and spirit into school work by means of an enlivening periodical like TREASURE-TROVE.

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

EVENTS, JUNE 2-8.

June 2.—JOHN RANDOLPH.
June 3.—JEFFERSON DAVIS.
June 4.—GEORGE THE THIRD.
June 5.—BARON VON WEBER.
June 6.—PATRICK HENRY.
June 7.—ROBERT BRUCE.
June 8.—MOHAMMED.

During the preceding week the names and dates given above should be placed on the blackboard; certain pupils should be assigned to examine the cyclopedia, and report what they find; other pupils should be permitted to ask questions.

PEOPLE AND EVENTS IN THE SCHOOL-ROOM.

This is a picture of what took place in my school-room on the mornings of the school-days of last week. On May 26, after reading a few verses in the Bible, and chanting the Lord's Prayer, we sang a hymn; then followed the piece of music, "Brightly, Brightly." Then I said, "What men or women of note are in any way related to this 26th of May?"

"A little girl rose and said, 'Bede (two syllables) died more than a thousand years ago.'"

2d pupil: "What noted thing did he do?"

1st pupil: "He translated the gospel of St. John."

Here I gave some incidents, and the subject was laid aside for the regular program.

MAY 27. After the usual exercises. I asked, "For what is May 27 noted?"

A pupil replied, "Nathaniel Greene was born in 1742." Questions were asked and all were interested in the incidents of his campaign.

MAY 28. This morning a pupil hung up a card on which was printed the name of "Louis Agassiz." Much interest was aroused by the questions and answers.

MAY 29. The doings of Charles the Second of England; the battles of the Nile, of Waterloo, etc., were discussed and explained.

MAY 30. This morning Joan of Arc was brought up: the greatest interest was aroused, one girl wept as she told of the burning at the stake of the poor girl.

MAY 31. Horatio Seymour was spoken of very briefly; a boy said "his father did not like the way Mr. Seymour behaved during the war."

JUNE 1. James Buchanan was dissected, and for many reasons was declared to have been an inefficient president.

ARITHMETIC.

By WM. M. GIFFIN, Newark, N. J.

Pupils like to work problems that are about every-day transactions, something they may be called on to use for themselves. The following are good examples of those that may be given in proportion:

1. Two boys, John and Frank, had a "Fourth of July" stand together. Frank furnished 100 lemons at 2 cents each, and 500 cookies at 50 cents a hundred. John furnished \$1 worth of sugar, and 50 cents worth of candy. On the fifth of July they found they had \$14. How much did they gain, and what part of it should each boy receive for his share? Frank, \$6; John, \$2.

2. John and Will one day drove a stick 4 feet long into the earth one foot. The shadow of the stick was then just 12 feet long, and at the same time the liberty pole cast a shadow 280 feet long. How high is the liberty pole above the ground? 70 feet.

3. John's father has a pasture which he rented last year for \$39 a season. This year he has 4 cows in there himself. A. has 6 cows, and B. has 3 cows. He asked John to find out for him how much A. and B. should each pay him for the pasture this year. A., \$18; B., \$9.

4. The next year John's father let A. put in 3 cows and 4 sheep, and B. 2 cows and 8 sheep. He had his 4 cows in again. What should A. and B. pay this year if 2 sheep eat the same amount as one cow? \$13 and \$15.6.

A few problems like the following will be good, as they contain fractions which can be canceled nicely. If they get a little practice of this kind, there will not be a long-drawn sigh when a fraction is read. If we *only could*, AND WE CAN, get children to see that fractions are nothing more than whole numbers broken, and hence the broken parts are handled just as the whole numbers are, what a vast amount of trouble would be saved. A child should think no more of this expression

$\frac{5}{2} - \frac{4}{2}$ than of $5 - 4$ and he should be taught to see that $2\frac{1}{2}$ is

contained in 5, *twice*, just as easily as he sees that 2 is contained in 4, *twice*. Here are 5 apples O O O O O; let us divide the middle one into halves, thus: O O $\frac{1}{2}$ O O

now how many times can I take $2\frac{1}{2}$ from the five apples?

Never, never, never, try to teach fractions without objects or illustrations of some kind. Look at this!

$\frac{4}{4} + \frac{3}{4} + \frac{4}{4}$ are how many men? 11 men. Very

well; $\frac{4}{3} + \frac{3}{3} + \frac{4}{3}$ are how many thirds?

11 thirds. Where is the difference? Again $\frac{4}{4} + \frac{3}{4} + \frac{4}{4}$ are how many? Why, we cannot add

cows sheep

pigs, cows, and sheep. Very well; then $\frac{4}{4} + \frac{3}{4} + \frac{4}{4}$ are how many animals? 11 animals.

Once more $\frac{4}{4} + \frac{3}{4} + \frac{4}{4}$ are how many? We cannot add fourths, halves, and fourths. Very well; then $\frac{4}{4} + \frac{3}{4} + \frac{4}{4}$ are how many? $\frac{11}{4}$. Let me beg of you to say nothing of the L. C. M., for the first three weeks when teaching addition of fractions. Teach the pupils to see to what the fractions must be changed before we can add them.

Teachers will teach *figures*, and not fractions. "What is $\frac{1}{4}$ of 4 books," said I one day to a friend? "2 books," he answered. "What is $\frac{1}{4}$ of 4 pencils?" "2 pencils." "What is $\frac{1}{4}$ of $\frac{1}{4}$?" "One half of $\frac{1}{4}$," said he, "why it is—it is— $\frac{1}{16}$." "So it is," said I, "but is it not also 2 sevenths, just as $\frac{1}{4}$ of 4 books was 2 books?"

1. A. asks \$10 for pasturing 7 cows $2\frac{1}{2}$ weeks. What should he receive, then, for pasturing 8 cows $3\frac{1}{2}$ weeks? Ans., \$16.

In this example we have $2\frac{1}{2}$, which will "cancel" 10 just 4 times. Again, there is $3\frac{1}{2}$, which will cancel 7 twice; leaving 4×4 for the answer.

2. If 9 men make 10 pairs of boots in $3\frac{1}{2}$ days, working $8\frac{1}{2}$ hours a day, how many days will it take 17 men working $7\frac{1}{2}$ hours a day to make 88 pairs?

Here we have $7\frac{1}{2}$, that will cancel 88 twelve times; $3\frac{1}{2}$ cancels 10 three times; $8\frac{1}{2}$ cancels 17 twice, and then 3 in 9 three, and 2 in 12 six, leaving $3 \times 6 = 18$ for the answer.

3. If 5 men, working $3\frac{1}{2}$ hours a day for $7\frac{1}{2}$ days, make 15 boots, how many boots can 7 men make working $2\frac{1}{2}$ hours a day for 10 days? Ans., 30.

4. If 6½ carloads of coal, each containing $4\frac{1}{2}$ tons at \$8½ a ton, are worth \$243½, what will be the cost of 12

carloads, each containing 9 tons, at \$16½ per ton?

5. If 6 journeymen make 132 pairs of boots in 4½ weeks, working 5½ days a week, and 12½ hours per day, how many pairs will 18 men make in 13½ weeks, working 4½ days per week, and 11 hours per day? Ans., 792.

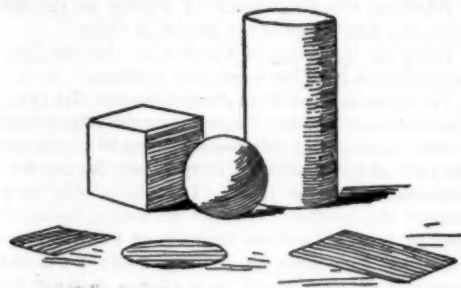
The last problem looks as if it might be very hard, but we have the following easy cancellations: 5½ in 11 twice; 4½ in 13½ three times; 4½ in 12½ three times; 3 in 18 six; 6 in 6 once; hence $3 \times 2 \times 132 = 792$, answer.

SUGGESTIONS ON FORM-STUDY.

FIRST HALF-YEAR.

(The valuable articles on Form-Study, by Prof. Thompson have elicited inquiries as to definite methods for first year's work, and we give some very detailed and helpful directions that have been devised by a skilful teacher.)

Age of pupils, 6 to 7.



1. THE MODELS TO BE STUDIED; sphere, cube and cylinder; the circle, square, and oblong. *Materials*: clay, sticks, colored paper, drawing paper.

Methods.—Let the pupil learn the use of the terms *on*, *under*, *middle*, *center*, *near*, etc., etc. Then try the *actions* of the models; roll, slide, etc. Then let *modeling* be tried with clay. Then let them name objects resembling the models. Teach to arrange, so as to teach apart, in rows, etc.

2. Models to be studied as to *surface*, also as to *relation*,—standing, lying, etc., etc.

3. AS TO *FACES*.—Sphere has one round face, cube six, etc. Shape of faces. (Pupils will select other objects having same shape.) Teach use of vertical, horizontal, opposite.

4. AS TO *EDGES*.—Curved on cylinder, straight on cube, etc. Tablet and stick-laying. Drawing the models. (Begin with cube held right in front in left hand, for example.) Lay sticks and draw them, (for example, making a square.)

5. AS TO *CORNERS*.—Shape, number, position; employ terms *upper*, *lower*, etc. Cut squares of paper and fold; model with clay.

6. *REVIEW*.—Terms like and unlike, shape, size, dimensions, surface, faces, edges, corners, positions, etc., and see that they are clearly understood.

SECOND HALF-YEAR.



Materials.—¹ Hemisphere, ² square prism, ³ right-angled triangular prism, semi-circle, right-angled triangle, also clay, sticks, colored paper, and drawing paper.

1. Nos. 1, 2, 3, studied as wholes. Relation of No. 1 to sphere; use terms, *equal* and *bisecting* by making sphere of clay, and cutting into two parts. Relation of No. 2 to cube. Name objects of same shape; bring such to school. Drawing. Hold objects in front of eye and draw one side, then another.

2. Nos. 1, 2, and 3, studied as to surface; use terms *round* and *plane*. Model objects having the general shape of 1, 2, 3, as *dish*, *half-an-apple*, *hen-house*, etc. Use terms *side-view*, *top-view*, etc.

3. Nos. 1, 2, 3, studied as to *faces*, name them (as No. 1 has one round and one plane face). Shape of faces. Find objects resembling these faces. Position of faces, vertical, horizontal, oblique. Relation of faces—parallel,

perpendicular, oblique to each other. Draw and model faces.

4. Nos. 1, 2, 3, studied as to *edges*. Measure length in inches. Stick-laying to represent edges and faces. Tablet-laying, in ornamental forms, modeling, and drawing.

5. Nos. 2 and 3 studied as to corners. Use terms right angle, acute angle. Fold paper, lay sticks so as to represent these angles. Cut forms from colored paper, and mount on white paper (as a right-angled triangle).

6. *REVIEW*.—The six type-solids. Blindfold pupils and let them name models. Let them describe each in suitable language. They should now be able to draw from memory, the top, end, and side views of the different solids. Invent various means of giving an idea of the shape of each as by rolling paper around cylinder pasting edges, and then removing cylinder.

MATERIALS AND SUGGESTIONS FOR CLOSING EXERCISES.

I.—SONGS.

GOOD-BYE TO LESSONS.

[TUNE: "Goodbye to Summer."]

1. Good-bye, good-bye to lessons,
For the year is nearly done,
For the year is nearly done.
We've worked and watched and waited,
Vacation is begun.
Our books and slates are resting,
The blackboard's very neat,
And now our work is finished,
Vacation will be sweet.

2. Our friends are gathered with us,
To keep the happy day,
To keep the happy day.
We welcome them with gladness
To join our merry lay.
We'll do our best to please them
With speeches and with song,
And promise, for their patience,
Not to keep them very long.

VACATION.

[TUNE: "Work for the Night is Coming."]

1. Now is our labor ended,
Welcome vacation's joys;
All hearts are filled with gladness,
Happy girls and boys.
Sing till the walls re-echo,
Sing with a right good cheer,
Sing that we all are merry,
For vacation's here.

2. Work has been hard and earnest
Playtime will be most sweet,
With bluest skies above us,
Flowers, at our feet!
Sing till the walls re-echo,
Sing with a right good cheer,
Sing that we all are merry,
For vacation's here.

3. Now may vacation give us
Happiness, strength, and health;
These are the best of blessings,
These are truly wealth.
Sing till the walls re-echo,
Sing with a right good cheer,
Sing that we all are merry,
For vacation's here.

GRADUATING SONG.

1. Oh! the merry birds are singing,
And the fields with flowers are gay;
Everything rejoices with us,
On our graduation day.
Forth we go to higher learning;
We have laid foundations here;
Strong and well the walls are rising,
Work of many a busy year.

2. Flowers are shining all around us;
Music sounding soft and low;
Smiling face of friends and teachers
Light our pathway as we go.
So farewell, beloved school-home,
You will be a memory sweet,

When we long have passed your portals,
Till our life-work is complete.

II.—PROGRAMS.

LITTLE BUILDERS.

[For Twelve Pupils.]

RECITATION:—First pupil:

All are architects of fate,
Working in these walls of Time;
Some with massive deeds and great,
Some with ornaments of rhyme.

Nothing useless is, or low;
Each thing in its place is best;
And what seems but idle show
Strengthens and supports the rest.

For the structure that we raise,
Time is with materials filled;
Our to-days and yesterdays
Are the blocks with which we build.

Truly shape and fashion these;
Leave no yawning gaps between;
Think not, because no man sees,
Such things will remain unseen.

In the elder days of Art,
Builders wrought with greatest care
Each minute and unseen part;
For the gods see everywhere.

Let us do our work as well,
Both the unseen and the seen;
Make the house where gods may dwell,
Beautiful, entire, and clean.

—H. W. LONGFELLOW.

Second pupil:

I will fill my day with joy.
"It is a comely fashion to be glad.
Joy is the grace we say to God."

Third pupil:

I will fill my days with good deeds.
"How far that little candle throws his beams,
So shines a good deed in a naughty world."

Fourth pupil:

My day shall be filled with kindness, for "kindness is
the music of good-will to men, and on this harp the
smallest fingers may play Heaven's sweetest tones on
earth."

Fifth pupil:

My days shall be full of earnest work.
"Life should be full of earnest work."

Sixth pupil:

Cheerfulness is a good thing to make one's days bright.
"A laugh is worth a thousand groans in any market."

Seventh pupil:

My days shall be spent in getting and giving knowledge.
I believe that "an investment in knowledge always pays
the best interest."

Eighth pupil:

Time used in doing for others is well used. "Bestow
personal service if you cannot give gold."

Ninth pupil:

I shall fill my days with "small, sweet courtesies," for
I believe that "life is not so short but that there is
always time enough for courtesy."

Tenth pupil:

My days shall be fashioned with gentleness.
"Speak gently! 'tis a little thing,
Dropped in the heart's deep well:
The good, the joy that it shall bring,
Eternity shall tell."

Eleventh pupil:

In building my days, I shall use a great deal of pa-
tience. "All things come round to him who will but
wait."

Twelfth pupil:

My days shall be filled with the spirit of the golden
rule. "Do unto others as ye would that they should do
to you."

All:

Build to-day, then, firm and sure,
With a firm and ample base;
And, ascending and secure,
Shall to-morrow find its place.

Thus alone can we attain
To those turrets where the eye
Sees the world as one vast plain,
And one boundless reach of sky.

—LONGFELLOW.

THE FLOWERS.

* Science and poetry may be combined in the following manner by the botany class: Six girls, each wearing a bouquet of the flowers she intends to describe, appear on the platform. No. 1 may wear roses, 2 daisies, 3 forget-me-nots, 4 clovers, 5 violets, 6 flower-de-luce.

No. 1. (*Holding a rose.*) "This is the way the scientist looks at the rose" (*gives a rapid but full analysis of the flower, tracing it to its class, order, and family, and finally names it.*)

"But the poet sees its beauties as a whole and says:

Rose! thou art the sweetest flower
That ever drank the amber shower;
Rose! thou art the fondest child
Of dimpled spring, the wood-nymph wild!

No. 2. (*Gives the analysis of the daisy, and repeats:*)

There is a flower, a little flower,
With silver crest and golden eye,
That welcomes every changing hour,
And weathers every sky.

It smiles upon the lap of May,
To sultry August spreads its charm,
Lights pale October on its way,
And twines December's arm.

And this bold floweret climbs the hill,
Hides in the forest, haunts the glen,
Plays on the margin of the rill,
Peeps round the fox's den.

On waste and woodland, rock, and plain,
Its humble buds unheeded rise;
The rose has but a summer reign;
The daisy never dies.

No. 3. (*Gives analysis of forget-me-not and repeats:*)

There is a pretty little flower,
Of sky-blue tint and white,
That glitters in the sunshine,
And goes to sleep at night.

'Tis a token of remembrance,
And a pretty name it's got;
Would you know it if I told you?
'Tis the sweet forget-me-not.

No. 4. (*Analyzes the clover and then repeats:*)

There is clover, honey-sweet,
Thick and tangled at our feet;
Crimson-spotted lies the field,
As in fight the warrior's shield;

Yonder poppies, full of scorn,
Proudly wave above the corn;
There is music at our feet,
In the clover, honey-sweet.

You may track the winds that blow,
Through the cornfields as they go;
From the wheat, as from a sea,
Springs the lark in ecstasy.

Now the bloom is on the blade,
In the sun and in the shade,
There is music at our feet,
In the clover, honey-sweet.

No. 5. (*Analyzes the violet and repeats:*)

Ere russet fields their green resume,
Sweet flower, I love, in forest bare,
To meet thee when thy faint perfume,
Alone is in the virgin air.

Of all her train, the hands of spring
First plant thee in the watery mold;
And I have seen thee blossoming
Beside the snow-bank's edges cold.

Yet slight thy form and low thy seat,
And earthward bent thy gentle eye,
Unapt the passing view to meet,
When loftier flowers are flaunting nigh.

And when again the genial hour
Awakes the painted tribes of light,
I'll not overlook the modest flower
That made the woods of April bright.

No. 6. (*Analyzes flower-de-luce and repeats the following from Longfellow:*)

Beautiful lily, dwelling by still rivers,
Or solitary mere,

Or where the sluggish meadow-brook delivers
Its water to the weir.

Born in the purple, born to joy and pleasure,
Thou dost not toil nor spin,
But makest glad and radiant with thy presence
The meadow and the lin.

The wind blows and upholds thy drooping banner,
And round thee throng and run
The rushes, green yeomen of thy manor,
The outlaws of the sun.

Thou art the Iris, fair among the fairest,
Who, armed with golden rod,
And winged with the celestial azure, bearest,
The message of some god.

O flower-de-luce, bloom on, and let the river
Linger to kiss thy feet!
O flower of song, bloom on, and make forever
The world more fair and sweet.

(This exercise may be extended to any number of parts.)

III.—SUGGESTIONS.

Patrons of the school are always interested in class exercises. The occasion will be a good one, and perhaps the only one the teacher may have during the year, to give parents a specimen of "new methods," so much talked about.

Have at least one exercise from the primary, the intermediate, and the advanced department.

1. A well conducted reading exercise by the little ones will receive greater applause than a variety of one-stanza recitations chattered off by infants.

2. Arrange for an exercise from the molding-board. Place the board on the platform so that the short ends are parallel with edge of platform; elevate one end so that the surface is plainly visible to audience. Have represented on it beforehand whatever has been accomplished by the pupils during the term, e. g., the divisions of land, the county, the state, or the continent. Pupils pass to platform, and arrange themselves on either side (not at the end) of board. Teacher conducts the exercise in her own way, striving to make it as bright and as interesting as possible. If the children have been trained to give quick, loud, clear answers, there will be no lack of interest in the audience.

3. Several boys may give an exercise in history, each one taking a period, and giving in a clear, concise manner the principal events and characters of that period.

4. If authors' days have been observed or if any particular author's works have been studied during the term, an interesting exercise may be drawn from this work.

[To be continued next week.]

SUGGESTIONS FOR SCHOOL-ROOM TALK.

JUNE.

The month of June has aroused in the teacher many desires to use the opportunity to interest his pupils in the human beings that are associated imperishably with the month. The duty of the teacher is to arouse and direct inquiry. Shall his pupils assemble with him day by day and not hear of the great spirits who in past years have inhabited the earth? And yet it is likely that this will be the case.

And then there are teachers who fear to turn the pupil aside from the curriculum of the school, dreading the loss of time and the dispersion of power. But this need not be the case; all depends on the teacher. What is education? If he will define it as the possession of facts, then he will aim solely at facts, of course; but we believe the readers of the JOURNAL define education differently. In that supposition we give some suggestions in regard to the beautiful month of June; specific devices and aids to carry out the suggestions will be found under the "School-Room."

Among the names that are conspicuous in this month are Mohammed, Peter the Great, Sir John Franklin, Bryant, Benedict Arnold, Edward the Black Prince, Henry Ward Beecher, Pizarro, Queen Victoria, Rousseau, and Rubens. Three great battles were fought in June—Bunker Hill, Waterloo, and Plassey.

Let the teacher arrange his plan so as to lead the school to look with pleasure for a few moments, on the portraits, as it were, of these great actors in the world's past. Let them know, for instance, that Mohammed lived, what he believed in, and what he did. The results of his beliefs and acts are seen to-day on three continents. Millions are Mohammedans.

Russia is a great country to-day, because Peter the

Great made her such. What did he do? How did he accomplish his purposes? No boy can read the biography of this remarkable man without deep interest.

The story of Sir John Franklin will always have a profound interest connected with it. His attempt to pierce the icy barriers of the North were unsuccessful, but we honor his bravery.

Bryant died in this month; let his requiem be the reciting in concert by the pupils of some of his best lines.

Tell the story of Benedict Arnold to the school on the fourteenth—the day of his death.

Go back with them on the fifteenth five hundred years, and tell them about the Black Prince and the times of chivalry.

On the seventeenth let the battle of Bunker Hill be described. If possible, bring in an old flint-lock musket and display it.

On the next day, the eighteenth, let the "Night before the Battle of Waterloo" be recited.

Tell them about the battle of Plassey on the 23d; it led to the supremacy of the British in India.

Bring up the name of Beecher on the 24th, and let several quote from his wonderful writings.

Tell them on the 26th of Pizarro, on the 27th of Queen Victoria, on the 28th of Rousseau, on the 29th of Rubens.

Such work as this will require thought and study on the part of the teacher, it is true, but the results will compensate for the labor. The pupils will learn to respect the teacher. He will no longer be merely a reciting post, but a fresh fountain of knowledge. The pupils will have a respect for the school; it will not be merely a dry and dusty room, but a charmed place, where they will love to assemble.

Are the teachers ready for the month of June?

HOW TO USE THE SENSES.

First of all use your own senses. See and hear all you can that will help you. Knowledge obtained by one's self is always more clear, fresh, and interesting than if obtained at second hand. Do not go to Homer for a sunrise when you can see one every morning. After observing, reflect. Try to remember all you can that you have ever known about the subject. Questions will at once arise which you cannot answer. Go to books for the answers. If the books do not help you, ask some person who may be able to direct you. Never ask help as long as you can help yourself.

STEPS IN WRITING.

The first thing is to teach children how to hold a pen. To do this let them place the pen over the ear. Then take it down. They will be able to get correct position by practicing in this way. The position of the body depends upon circumstances. Generally, at desks, a half oblique position seems best. In teaching proper movement of the arm, consider the peculiarities of the arm and hand. The fingers are made to do small work. The muscles of the arm are for large work. Part of the fingers are adapted to clasp, and to hold. The little finger is good to slide on. It can slip over the paper. To correct the habit of letting the hand rest on its side use a cross-bar fastened to the hand, the fingers clasping a ball of some sort. This will keep the hand and pen in the right position. Then give an exercise in making long, sweeping, straight lines. Then long, sweeping, curved lines. You can illustrate curves, and straight lines, and angles, by a string suspended from a nail over your blackboard.

HOW MEMORY GEMS MAY BE USED.

Write one on the board during the forenoon. Just before calling the last class, previous to the noon intermission, give the signal for books to be put away, and slates and pencils gotten ready. Call attention to difficult words in the quotation; develop their meaning and have them written. If the name of the author is known write it with the quotation, and talk about that, speaking of his character, where he lives or lived, and incidents of his life.

POST-OFFICE.

An interesting and profitable exercise is to have a post-office. Give each pupil \$5.00 in home-made money of various denominations. Each pupil is to write to some one in the school designated by the teacher, who acts as post-master. On a certain day the mail is distributed, and the pupils search for mistakes in letters received. A schedule of prices may be arranged for different amounts paid for mistakes, as wrong use of capitals, omission of period or proper mark of punctuation at end of a sentence, etc. At the end of six weeks or two months have pupils compare

notes as to the amount of cash on hand. The teacher receives the money for mistakes made, and many times suggests the letter to be written.

WHAT IS IN A SEED.

Ask each pupil to bring a number of seeds of as many kinds as possible, but especially beans, peas, corn, oats, and squash or cucumber. Put one or two of each kind in wet cotton, and plant the others in moist earth. As soon as the seeds have sprouted enough to show the parts, dig up a few of them and distribute among the pupils, and have them tell all they can about them.

DICTATION.

IN DICTATING, USE A NATURAL, DISTINCT TONE, AND READ OR SAY A SENTENCE BUT ONCE.—It is of as much importance to train pupils to hear well as to read well. Have pupils read sentences written from dictation. Train pupils to know when they can write a word, and train them to know when they cannot write a word. If they do not know a word, let them raise their hands; then write it for them on the board; or, better, let a pupil write it. If there is a new word in the dictation lesson, write it on the board. In examinations, if pupils do not know a word, let them make a dash in place of it. When the work of dictation is in good progress, begin to train pupils to talk with the pencil. As soon as they begin to do this, all spelling may be taught in composition.

HOW TO GIVE LESSONS ON COLOR.

Teach pupils to distinguish and name the different colors. It is important that pupils should obtain correct conceptions as to which of the colors are good reds, good yellows, good blues, etc.; therefore care should be taken to show them good specimens of these colors during the first lessons. Procure tubes of oil, or water colors, such as artists use, also a small palette and palette knife. For red, get *carmine* or *Chinese vermilion*; for blue, *ultra-marine* or *cobalt blue*; for yellow, *chrome*; for making lighter colors, get a tube of *white*, which you may mix with either of the colors to make them lighter as you desire. With these colors you can show your pupils excellent specimens of the three primary colors; and also illustrate the manner of producing secondary colors, by mixing two primaries for each secondary.

ASTRONOMY.

The teacher should, at first, endeavor to awaken an interest in the subject by referring to some of the most impressive and beautiful phenomena connected with the sun, the moon, the stars, the planets, comets and meteors. Endeavor to induce the pupils to observe more attentively, these phenomena, and to excite their curiosity to know about them. Encourage them to ask questions in relation to what they observe; as "Why does the moon change its appearance?" "Why does the sun rise so far from the east or set so far from the west at certain times in the year?" "What bright star was in the west on a certain night, at a particular time?" and other such questions, some of which the pupils are, of course, to be told, as they cannot answer them themselves until they have farther studied the subject. Then they will learn to study the science from nature as well as from the book.

HOW TO TEACH EXPRESSION.

THIRD YEAR.

Employing construction, drawing, and language.

From models and objects, teach and draw:—

Working views, freehand and instrumental, single and combined. Two views given to find a third. Marking dimensions. Simple sections. Construct simple objects from working views, especially models useful in Free-hand perspective.

Perspective views, *Freehand*. The convergence of parallel lines. Drawings made from the cube, oblong block, etc., and objects based on them.

SOLID MEASURE.

Employ only the inch, the foot, the yard, and the cord; use the last but little. See that pupils understand the mutual relations of linear, surface, and solid measures, and that they are not convertible, the units being of totally different natures. In reduction ask a few simple questions. Omit addition and subtraction. Give examples in finding cubic inches, feet, or yards in boxes, bins, cellars, cylindrical cisterns; test knowledge of board measure, giving very simple practical examples involving cost.

BUSINESS FORMS.

All the common business forms should be taught; as the forms of bills, receipts, bank checks, promissory notes, bills of exchange, invoices, etc. Business correspondence should also receive attention. It is of great importance to render the pupils expert in writing a good business letter. In every exercise, fluency, legibility, and grace in penmanship should be carefully attended to.

A FEW FACTS INTERESTING TO THINKING TEACHERS.

THE ninth annual report of the Golden Gate Kindergarten Association of San Francisco is a unique and interesting pamphlet of one hundred and fifty pages, full of information in regard to the great work accomplished in that city in behalf of the little neglected children. The superintendent and president of the association, Mrs. Sarah B. Cooper, says in her report: "The past year has been one of the most successful in the annals of the association. Three new kindergartens have been added to the list, making seventeen kindergartens now under the charge of the Golden Gate board." The growth of free kindergarten work in California has been more rapid than in any other state of the Union. The report goes on to say: "This is owing very largely to the fact that persons of large wealth have been induced to study the work for themselves, and have become convinced of its permanent and essential value to the state. Foremost among those who have given largely to the support of these kindergartens is Mrs. Leland Stanford, who has, from first to last, given over \$40,000 to the support of these beneficent schools for the neglected children of San Francisco."

THE fifty-eighth anniversary of the incorporation of the University of the City of New York was celebrated recently with enthusiasm. The students were on their best behavior in the lecture room, where the first half of the exercises were conducted, and where a number of pretty sisters and cousins were seated, and voiced their feelings in thunderous volleys of handclapping. In the evening Rev. Dr. Shaff gave an extended account of his attendance at the eight hundredth anniversary of the founding of the University of Bologna, after which an interesting paper was read by Professor Francis Hovey Stoddard. The meeting closed with a few remarks by Chancellor Hall, and Vice-Chancellor H. M. McCracken.

CLARK UNIVERSITY, Worcester, Mass., will begin October next in mathematics, physics, chemistry, and physiology, besides the study of languages. The departments will be gradually organized, and on the highest plane possible. While not declining to confer the degree of A. B., the university will for the present give attention to qualifying for higher degrees. Ten fellowships of \$400, ten of \$300, and ten scholarships with free tuition have been provided for.

MANY students, in all ages, have been wild fellows. The Germans have not been exceptions to the rule; their duels, drinking bouts, and the like are famous the world over. Recently a number of fatal duels have been fought among students, and a young Jewish student, Blum, was shot through the heart by another student, Eichler, for stating that it was a disgrace that the University of Berlin permitted the existence of such an organization as the Students' Anti-Semitic League. Eichler has been sentenced to imprisonment for two years. Just now the duel problem is under discussion by university men, and it is very strange that even some theological professors justify it. Yet Prof. Cremer, of Greifswalde, in speaking at the grave of a student who had been killed in a duel, denounced the system as a relic of barbarism. At more than one ministerial conference the duel system has been defended, and yet several of the German state churches have declared that no candidate with duel scars on his face can receive an appointment to a vacant pulpit.

At the last general meeting of elementary teachers of Pomerania, manual instruction was the chief and almost the sole subject of discussion. One of the members had prepared an attack upon it, formulated in a series of theses, the most important of which may be summed up in the well-worn text of the adversaries of the system that the schools ought to provide a general, not a special, training for life. Some of the speakers' views were strongly opposed, but the meeting passed the following two resolutions with an overwhelming majority:—(1) The movement in favor of manual instruction is based upon sound pedagogic principles, and as such deserves to be encouraged in boarding-schools and professional schools; (2) In public elementary schools this kind of instruction would militate against the general character which all education ought to have there, and is therefore to be condemned.

We fail to see why the teachers of Pomerania limit manual training work to boarding and professional schools. Why it would injure "the general character which all education ought to have in public schools" is more than we can see. We commend to them Kant's definition of education, "To develop in the individual all the perfection of which he is capable;" and to Richter's also, "The harmonious maximum of all individual qualities taken together." There is truth here.

TOPICS FOR DISCUSSION IN THE SCHOOL-ROOM.

THE TIMES.

Here will be found notes of current events, the doings of notable men and women, which will be useful as topics for discussion and for reproduction exercises.

The Shah of Persia is to visit England. This will be the first, we think, ever paid by the reigning power of Persia. There are signs of progress in that country.

The Shah has granted to Baron Reuter the privilege of establishing "the Imperial Bank of Persia" with a capital of \$30,000,000, and to have the exclusive right to issue notes. A curious custom prevails there. No shah wears gray hair.

Four Mandara negroes are about to appear at the German court as ambassadors from their African sultan. They are said to be very intelligent and with a high moral standard. Though they will dress in their own costume, the etiquette of the German court cannot be foregone, and so the regular dress-coat will be worn over their African costume.

QUESTIONS.

What does Shah mean?
Tell three things about Persia.
What are ambassadors?
Where are these negroes from?
Tell us about court etiquette.

HUDSON RIVER TUNNEL.

Work on the tunnel under the Hudson river at New York will soon be resumed. The distance to be covered is 5,600 feet, and men will be employed at four shafts at once. When the tunnel is finished, fogs or ice on the river need no longer delay or endanger passengers. The clumsy floats for freight cars will diminish in number.

What are the two most famous tunnels in the world?

THE PANAMA CANAL.

Efforts are being made to procure money to continue the work on the Panama canal. In comparison with this project the Pyramids of Egypt and the Chinese wall sink into insignificance. The work is only one-third completed and the books show a debit of \$350,000,000. At this rate the cost of the canal would be over \$1,000,000,000. Thousands of people have died on the isthmus of yellow, Chagras, and bilious intermittent fever since the work was begun in 1881. Graveyards in Aspinwall and Panama contain thousands of bodies, in many instances three corpses having been buried in one grave, to save expense and room. De Lesseps, the engineer of the work, inspired confidence by the successful completion of the Suez canal, and the people of France readily subscribed to the enterprise. The results of his project are thus summed up: nearly \$200,000,000 in cash spent, of which perhaps two-thirds has been stolen; thousands of poor men and women robbed of their earnings; 30,000 lives sacrificed; and the shameful collapse of perhaps the greatest engineering feat ever undertaken in the history of the world. Americans propose to complete the Nicaragua canal for \$60,000,000.

Find Panama and Aspinwall on the map.

How would a ship-canal across the isthmus help trade?

THE PARIS EXPOSITION.

Many wonderful things are now to be seen at the Paris exposition. One of these is a little railroad passing all around the exposition buildings, there being stations at different points. Another curious sight is a collection of the different sorts of houses that men have lived in. Among these may be seen the habitations of the cliff-dwellers, the lake-dwellers, the underground holes of prehistoric man, medieval houses, renaissance structures, etc. The most striking object is the Eiffel tower, whose tri-color floats from a pinnacle nearly a thousand feet above the ground. The top may be reached by means of an elevator, but there are stairways consisting of 1702 steps for the accommodation of those who like exercise.

Why was the Paris exposition held this year?

Who were the leaders in the French revolution?

CUBA DESIRES HER INDEPENDENCE.

A memorial has been presented in the Florida house of representatives by a Cuban asking the United States to treat with Spain for the independence of Cuba. The Cubans promise to pay the crown of Spain \$100,000,000 for their freedom in \$5,000,000 instalments. They agree to allow the United States to become surety for the payment by them of this large sum.

Tell what you know of the settlement of Cuba.

What are the principal occupations of the people?

NEWFOUNDLAND FISHERY TROUBLES.

There is trouble between the Newfoundland and French fishermen at Bay St. George, N. F., the great herring fishery ground. The commander of the British warship, *Lilly*, threatened that if the Newfoundland fishermen set their nets he would seize them. His proclamation, which was posted up in various public places, was torn down by the enraged people, who declared they would use rifles to enforce their rights. Serious results are feared.

What do you know about the fisheries dispute between the U. S. and Canada?

THE STRIKE IN GERMANY.

Distress is beginning to be felt in the coal districts of Germany, on account of the strikes there. A committee has appealed for funds, and several Westphalian newspapers have opened subscription lists. The number of strikers is estimated at 100,000. Hundreds of miners have resumed work under the protection of troops, and many strikers are wavering. The offer of the employers in the Witten district to increase wages without changing the hours of labor may possibly be accepted. Pincards have been posted up warning peaceful citizens to remain indoors after sunset. Other placards urging the strikers to commit violence have also appeared.

STATE CONVENTION OF KANSAS COUNTY SUPERINTENDENTS.

The annual convention of county superintendents of Kansas, was held at Wichita, May 14, 15, and 16. There were over 50 county superintendents present as well as many prominent city superintendents and leading educators.

The convention was called to order by State Superintendent Geo. W. Winans. Hon. W. E. Stanley delivered the address of welcome which was responded to by L. T. Danner, superintendent of Harvey county. Referring to one of the characteristics of the educational research in the West he stated that the West had no time to spend in theories that could never develop into a step forward. He also touched on a comparison of old and new methods, and thought the present system could be improved by paying more attention to system. The papers read were as follows:

"Changing District Boundaries—How? When? and Why?" Supt. J. S. Ford, of Dickinson county. He said: "In the multiplicity of duties which the county superintendent has to perform, there is perhaps nothing which is fraught with so many difficulties, or which is more embarrassing to him, than the changing of school district boundaries. Almost every day he is asked to make some change, and it seems pertinent for us to enquire at this time into the manner of making such changes, the time for making them, and the reason why they should be made." He thought the changes should be made only when the interests of the majority of the inhabitants of the district demanded it, and that the county superintendent was the proper person to make the changes as he was in a position to know what was needed. The formation of weak districts should be discouraged. The average district should be taken as the standard and the others brought to it as nearly as possible. In conclusion he said: "I have no sympathy with the doctrine advanced by some, that the county superintendent should be relieved of the responsibility of forming districts and changing boundaries thereof. I believe that there is no man so well qualified as he for this work. He knows the districts, he knows where changes should be made and where they should not be made."

"Duties of County Superintendents—Possible and Impossible," Supt. Julia Caton, of Cowley county. She referred to the multifarious tasks imposed upon the county superintendent, from the granting of permits to teach to organizing new districts. The impossibility of pleasing everybody in so many instances, most of which involve the deciding of a dispute between two parties was touchingly portrayed. There are many impossible things to do and especially so long as the superintendent is elected as a candidate of a political party, and is opposed by his political enemies. It often happens that he is only a puppet in the eyes of the opposition, and his course is made thus more disagreeable. He has a great duty entrusted to his care, and should take care that he carry it out faithfully.

"County Uniformity of Text-books—Its Advantages how Secured?"—Supt. T. S. Harkins, of Geary county. He had succeeded in securing uniformity in his county by hard work, showing the patrons how difficult it was for the teacher and pupil to work with a non-uniform series of books, and holding meetings all through the county. He proved the advantages of uniformity by giving a table showing a saving of 31 per cent by such a system. He was not there to say what text-books to use, but to say, "Have uniformity!" He did not believe in state uniformity or in state publication of text-books. County uniformity will allow the trading of books between counties at the end of each five years, if thought advisable. In closing he said: "State uniformity destroys this chance of comparing the worth of books. The greatest argument that I can give you in favor of county uniformity is the testimony of superintendents and school patrons from counties working uniformity, that I believe will be, nearly or quite, unanimous in favor of county uniformity." All the superintendents present favored county uniformity and it was found that 26 out of the 106 counties of the state already had it.

"What Should a Teacher's Certificate Indicate?" Supt. M. H. Wood, of Greenwood county. In Mr. Wood's absence a general discussion was held. Supt. Catherine Harkness, of Ness county, made a spicy speech in which she took the ground that the matter of moral character should be more carefully considered; that the age and experience of candidates should be recorded in the certificate. During the discussion the question arose, "Can an applicant, who is refused a certificate on the grounds of immorality, appeal to the courts?" Supt. MacDonald replied in the affirmative.

"Gradation and Graduation in the County Schools," Supt. G. W. Kendrick, of Greenwood county. The importance of graded work is clearly shown in the quality of city schools. "Frequency in the change of teachers is injurious to successful gradation. Certainly permanency in any occupation adds strength to the occupant. If a teacher feels that his career will be for a few brief months only, he can hardly be expected to engage with much interest in mapping out a course of instruction which he knows he will not see completed." Lack of uniform text-books is also against systematic gradation. The advantages of gradation are: 1. It awakens interest among parents. 2. It gives permanency to the teachers' work. 3. It encourages the topical method of study. 4. It systematizes. 5. It lends to a careful selection of studies to be pursued. One thing gradation will not do is to at once remove from our school boards men who, for five dollars less per month, decide to employ an inferior teacher. So long as these wise guardians of the people's interests pursue the ruinous and pernicious policy of screwing down teachers' wages to the starvation point, without taking into consideration the scholarship of the applicants, their breadth of learning and culture, together with their ability to properly discipline and instruct, just so long will our educational plans be defeated. To accomplish gradation arouse and interest, get books, records, etc., and set people to work. The term gradation implies first, candidates; second, a final examination; and third, commencement exercises. Make the latter as pleasant as possible and give diplomas.

"The County Normal Institute," Supt. James Cox, Beloit. The superintendent's relation to his institute is an intelligent one, if he has been chosen because of his fitness for the position. He is responsible for the success of his institute. The conductor should possess the ability to organize promptly and well, and such method in execution as to secure systematic and effective movements and work

in all departments. He should be a man of good disciplinary talent and illustrate in the general management his theories of government and instruction. He should occupy an advanced position in normal instruction, and use the very best current methods. The institute is not a successful school of instruction in subject matter; training is what is wanted. Trained teachers employed are not becoming more numerous; the demand for presumably poorly qualified teachers is not on the decline; the teacher's position still lacks the element of security and permanency; teachers' wages are changing little, if any, for the better; there is little evidence of a popular demand for better teachers. Let us work gradually to lift the business of teaching to the dignity of a profession, thus protecting our schools against the baneful influences of quackery, incompetency, and experiment.

"Will It Pay?" State Supt. G. W. Winans. He had been engaged in teaching for 20 years. It had been his experience that it was a good plan to correct faults when detected, and also a good idea to correct errors when found out. It was not necessary on detecting a fault to tell every one about it. It pays to be honest with pupils and parents. Be careful in language used and avoid dangerous familiarity with pupils. Reproof by the scolding route is seldom productive of good results.

The superintendents were treated to a very pleasant evening's entertainment in the board of trade rooms, rides over the city, and most hospitable reception everywhere.

AN IMPORTANT EDUCATIONAL MEETING IN BOSTON.

A meeting in the interest of public education was held on Friday, May 24, at 8 P. M., at Huntington Hall, Institute of Technology, Boylston street, Boston. Col. Thomas Wentworth Higginson presided, and addresses were made by Mr. James MacAlister, superintendent of schools of Philadelphia; Dr. Nicholas Murray Butler, president of College for Training of Teachers, New York; Prof. J. D. Runkle, Massachusetts Institute of Technology. This meeting was preliminary to one held at the same place on the following morning, Saturday, May 25, at 10 A. M., for the formation of an association, whose object shall be to promote the highest ends of education. The following well known persons signed the call: Francis A. Walker, Mrs. Quincy A. Shaw, Mrs. Augustus Hemenway, Mrs. Francis S. Fiske, G. Stanley Hall, Alpheus Hyatt, Edwin P. Seaver.

THE ADDRESS OF COL. HIGGINSON.

He said he regarded the movement as a most important one. He had been attracted to it from the outset, because it seemed to him that it was a movement for the first time relative to any change in our public schools that was not animated by narrowness and sectarianism. The movement, as he understood it, aimed at breadth. It was not based on any narrow criticism of our public school system as it stood; and it was, in that respect, different from a great many of the efforts which he has seen made. The movement seemed to him based upon the fact that a system might be working well, and still need to be improved. In fact, it was when a system was working well that there was an opportunity to improve it. All that the movement sought to do was to bring to bear a certain amount of new machinery, to make certain additions to the methods already in vogue. Our public school system was working well on the whole, well in view of the traditions and antecedents of the past. What the organization sought to gain was not to amend the present system of education by condemnation, but by commendation. The society's object was to make our public schools and our private schools—and more especially our public schools, as being the larger—what the public schools of a great community should be. What they should be we could judge best from this formula—that the object of the public school system of Massachusetts is, so far as we have the power, to guarantee to the poorest children in the community all the advantages which the richest parent, with the utmost intelligence, can aim to obtain for his special darlings. [Applause.] Col. Higginson presented as the first speaker Nicholas Murray Butler, Ph.D., president of the College for the Training of Teachers, of New York. Dr. Butler was cordially greeted.

THE ADDRESS OF DR. NICHOLAS MURRAY BUTLER.

He said that of all the questions with which we, as free citizens, had to deal, and of all the functions which we, as members of society, had to discharge, it seemed to him that, taking it all in all, that of common education was the most important, the most far reaching, and, if neglected, the most dangerous. The product of the movement contemplated by the society was not one of revolution, but one of evolution. It was necessary when discussing the subject of education to consider not only the conditions which had preceded, but also the circumstances by which we were at present surrounded. We had arrived at a point where some of us were asking whether there was not something else which we had to do, whether we had fairly and firmly looked the problems of popular education in the face, and had clearly grasped the kernel of these problems, and were now proceeding in the right direction to arrive at their solution. In this matter of education we had the same two temperaments that we met in all life—the conservative and the radical or progressive temperaments. We needed to bring the conservative temperament to our aid; but, at the same time, we must cease regarding education as something that was fixed and settled beyond all peradventure, we must cease regarding the spirit and product of one time as that for all times and conditions and peoples. One of the first objects of education was to fit the child for a proper understanding of the duties and requirements of citizenship, and to prepare the children for life and for citizenship. But the conditions of citizenship to-day were not what they were one hundred years ago, and still less what they were five hundred years ago, and hence our system of education must be modified to conform to the changed conditions. The speaker referred to a recent magazine article by Dr. Orlin Brown, in which it was clearly proved on psychological grounds that the hand must be educated. Through the writings of Pestalozzi and other great teachers, he continued, we had come to see the necessity for studying form and color in order to give the child a true and complete idea of the beauties of nature. Not only had we learned this, but we had also learned that this active or manual education was needed by the child not alone for his broad-winning capacity, but for his intellectual development and his capacity for citizenship in this republic. The best principle for elementary education was found in the kindergarten system. We could learn the extension and application of that principle from the Swedes and the French. The speaker continued that he feared we had assumed too many postulates in education, and had been afraid of the problems; we had been tempted to dogmatize too much, and there had not been as much care paid to conditions and problems as there should have been. We must come to this great question of school progress as students, determined to find out the truth, and to convince ourselves that what we find must be based upon the nature of the child's mind. If we take these two points on which to build our arch—the child's mind and the conditions of citizenship—we might be sure that we should

build a proper structure. In the first place, there must be breadth, comprehensiveness, and nationality; in the second place, there must be a firm grasp of these fundamental principles, the applications only of which the promoters of this movement were looking for at present. [Applause.]

THE SPEECH OF SUPT. JAMES MACALISTER, PHILADELPHIA.

He declared that the question was simply whether education should have a modification to suit the demands of the times, and he protested against leaving this modification to outsiders. In this connection the speaker referred to the statement of the preceding speaker that we could learn concerning the kindergarten and manual training from Europe, and declared that it was Dr. Runkle, of the Massachusetts Institute of Technology, who took the initiative in the movement. [Applause.] The speaker continued that the conservatives declared that education meant culture. That was true, but the question was, what was culture? Emerson said that culture must be as broad as man in all his relations. And that, said the speaker, is the whole function of education. To me education means training for use now, in this latter half of the nineteenth century. When we come down to the real problem of the American common school, I think we talk an infinite amount of cant. We ought to educate these tens of thousands of boys and girls for the actual, pressing necessities of life. There is nothing new or radical in that idea. The closing speaker was Dr. John D. Runkle, of the Massachusetts Institute of Technology, who expressed briefly his gratitude at the interest manifested in the movement, and to the speakers for what they had said.

THE SATURDAY MORNING MEETING FOR ORGANIZATION

A business meeting of those interested in the formation of "The New Education Society," followed the public meeting. It was held in the same hall. There was a large attendance. The meeting was called to order by Mr. C. E. Meleney, superintendent of the Somerville public schools, and chairman of the committee on organization. Mr. Meleney called to the chair Prof. Alpheus Hyatt, president of the natural history society, and that gentleman accepted the position with applause.

Gen. Francis A. Walker, president of the Massachusetts Institute of Technology, moved the following:

1. That we here form a national association of those who believe that extensive modifications of the traditional school curriculum, in the direction of kindergarten work, tool work, drawing and modeling, color study, elementary science, cooking and sewing, in most or all of these ways, are required for the good both of the scholars and of the schools.
2. That we do not propose either to act as a rival to the existing educational organizations of the United States, or to duplicate their work. The efforts of the association here established shall be confined to a comparative and experimental study of the new methods proposed, and an active propaganda for their introduction into the public school system under the most favorable conditions.
3. That Prof. James MacAlister, of Philadelphia, and Mr. C. E. Meleney, of Somerville, Mass., be appointed, respectively, president and secretary of the association, *pro tempore*.
4. That the president and secretary, with President G. Stanley Hall, of Worcester, Dr. Nicholas Murray Butler, of New York, and Superintendent Edwin P. Seaver, of Boston, be appointed a committee, whose office it shall be to select, as early as possible, ten other persons from different sections of the country, to constitute, with themselves, a provisional council of the association, with authority to perfect the organization of the association by the appointment of such additional officers, *pro tempore*, as may seem to be required, and to present a constitution and form of government for the consideration of the association, at a general meeting to be by the council called, at such place as shall appear to them most expedient, at some date not later than the first of January next.
5. That, pending the adoption of a definitive constitution and form of government, any person may become a member of the association by sending to the secretary his written accession thereto, with proper information regarding his occupation, and postal address.

On motion Gen. Walker, Mrs. Quincy A. Shaw, and Mrs. Augustus Hemenway were added to the committee. The meeting adjourned, well satisfied that an important and progressive movement, of national proportions, had been initiated.

ELEVENTH MEETING OF THE EASTERN CONNECTICUT TEACHERS' ASSOCIATION,

WILLIMANTIC.

"The Newspaper in School." By Allen B. Lincoln, editor *Connecticut Home*.

"Objection has been made to its use because the average newspaper contains so many articles of doubtful or positively bad influence upon the child's mind, and because most newspaper work is done so hurriedly, that it encourages the careless or incorrect use of language. It is true that the average newspaper is not to be compared in moral and linguistic influence to the select readers; but it is not at all designed that the newspaper shall supplant the reader; and it is assumed that the teacher will exercise discretion in the selection of newspapers, and encourage pupils to do the same. Moreover, the newspaper is to be used in school, as elsewhere, for its information."

"Some Helpful Devices in Arithmetic." By Supt. N. L. Bishop, of Norwich.

"We are all agreed that addition is the most important process in this branch of teaching; hence all drill should aim to secure accuracy and rapidity in adding. Test the pupil's knowledge from all sides. Because he has been asked a question in one form to-day, approach him at the next lesson from a different point, upon the same subject."

A number of ingenious methods for securing rapid and accurate work in arithmetic were illustrated by this speaker.

Touching the subject of "Music in the Public Schools," PRIN. GEO. E. NICHOLS, of Somerville, Mass., answered satisfactorily the questions, why and how music should be taught. Touching the child on the ethical side of his nature, helping much in the way of discipline, valuable also from a purely business side, such a branch should certainly have its place in every school curriculum. Analogous to language, like language it should be taught largely by imitation. The first steps in music should be taken entirely by rote.

MISS A. B. HYDE, of New Haven, gave an admirable talk upon drawing in primary schools.

MR. CHAS. I. WEBSTER, of New York, indicated a practical course of drawing for grades. Upon the same subject, MR. CHAS. H. AMES, of Boston, gave a number of valuable suggestions concerning taste and intelligence in teaching color.

"The Best Thing in School." By Miss E. A. Fanning, Norwich.

"In these days, when consolidation of studies is an imperative demand of the times, the best thing in school is that method which permits the teaching of three or more branches with no greater expenditure of time and force than is required for instruction in a single subject. Such a method is dictation: dictation history, dictation geography, dictation science, or physiology, or literature—whatever one pleases to call it."

"Some Criticisms of Our Public Schools." By Supt. A. P. Somes, of Danielsonville.

"He refuted many of the arguments advanced against teachers, whose faulty methods and unsatisfactory results are frequently due to arbitrary and conservative committees. That many criticisms are valid is largely due to lack of pedagogical training among teachers, and would-be teachers."

Unmindful of low wages and unfavorable surroundings, it is still the responsibility of the teacher to educate the pupil to the duties of true manhood and citizenship.

The Rev. Chas. Holden followed in an excellent address on "Teaching of Morals in School."

Supt. William C. Bates, of Canton, Mass., gave an instructive address on "My Ideal Teacher." He described a conscientious, God-fearing, imperturbable and generally charming individual, whose dainty aprons, and bright-hued ribbons are things of beauty and a joy forever to her pupils. An angel with clipped wings, whose presence in the school-room has the effect of making each child say in act and mien, "It is good for us to be here!" Whose smile melts the heart of the obdurate; whose pupils mirror her perfections.

"A Practical Talk on Vocal Exercises." By Miss E. C. Fisher, Weymouth, Mass.

She outlined first the teacher's work: (a) to remove injurious habits; (b) to establish healthful conditions for a good voice. The means advocated for accomplishing this work, embraced teaching pupils correct habits of breathing, sitting and standing positions, poise, carriage of chest, articulation, location of tones, pure quality of voice, and modulation of voice, including pitch, force, stress, rate, and inflection.

Twelve practical exercises for expanding the chest were also indicated.

The officers of this association elected are: President, Mr. F. A. Verplank, Colchester; vice-president, Mr. F. Young, Wilmanville; secretary, Mr. H. M. Ladd, Taftville; treasurer, Miss Cook, Putnam; executive committee, Mr. Bliss, So. Coventry, Miss E. A. Holt, Norwich, Miss Pilling, Danielsonville.

ELLA A. FANNING.

THE NEWARK, NEW JERSEY, EXHIBIT.

Probably the most complete exhibition to show the result of form and object study, ever held in any city in the country, was given in Newark, N. J., May 25. It marked the progress in methods of teaching that has been going on during the past decade or two. Memoriter recitations have given way to a presentation of the subjects in such a way as to call forth practical thought. In history, and geography, the pupil is stimulated and interested by the drawing of rapid free hand maps, and relief maps constructed in sand.

The Principals' Association and teachers were thoroughly imbued with the opinion that great benefit would arise from such an exhibit, and the board of education appropriated \$200 to defray the expenses, and so it was under the supervision of the committee on course of study. The exhibition was not of drawings copied from other drawings. The young pupil folds a piece of paper in the form of a square, and draws it. He makes models in clay, or putty. He is taught to examine and investigate; to experiment and illustrate, and express, what he finds out. The specimens of drawing shown were not copies. They were taken from the objects themselves. The "flat" figures have been put aside, and have given place to forms. From each grade of each department of all the schools in the city, from the lowest primary to the highest normal, were selected meritorious specimens. They were mounted and placed in position for exhibition on screens thirty-six in number, eight feet high by nine feet four inches in length, and each contained forty-eight exhibits. They were arranged in pairs on either side of the large room, and between were tables sixteen feet long, on which were spread the clay, and wood, and paper objects, molded and formed in the primary schools, and in some instances needlework and embroidery. By this arrangement each school, department, and grade was classified. The work was placed under three classifications of constructive, representative, and decorative, and over 4,000 specimens were presented, each bearing the name, age, and school of its author. In most cases the objects on the tables were found represented on the screens, the pupil having passed from one to the other. Passing through the primary and grammar school exhibit, the exhibit of the high and normal schools were reached. The normal student illustrated in her specimens the various forms, from folded paper to ornamental design, that it will be her duty to teach after she graduates from the training school.

This normal class, will be the first that will go out thoroughly familiar, in all respects, with the kindergarten, modeling, and all forms of hand manipulation, and of culture by manual training. The high school exhibit comprised sketches of the interior of houses, offices and office furniture, mechanical drawings, historic ornament and decoration; also perspective.

The exhibit of penmanship was also complete. The penmanship of any scholar could be found; together there were 10,000 specimens.

The High School Commercial Department displayed cash-books, ledgers, journals, etc., illustrative of special training.

GLEANINGS FROM THE FIELD.

PERSONAL AND OTHERWISE.

CONNECTICUT.

An exhibition of the results of instruction in drawing, sewing, and manual training, was held in the Hillhouse high school, New Haven, Conn., April 25 and 26.

The annual graduating exercises recently took place at the Bristol public schools. Diplomas were awarded to forty of the forty-three who presented themselves for examination, and prizes were given to the three who passed the best examinations.

NEW YORK.

The closing exercises, recently held at Carpenter's Point school, were very interesting. The teachers and pupils of the school recently purchased an organ, and a pleasing feature of the occasion was the presentation address of one of the teachers, Miss Ida Boyse, in behalf of the school, giving the same to the district. The organ was purchased through the agency of E. L. Kellogg & Co., Educational Publishers, N. Y., and proves to be exactly as represented.

CALIFORNIA.

The Sonoma county normal institute was held at Santa Rosa, Cal., April 8-12, conducted by C. H. McGrew. The aim of the institute was successfully carried out, and embraced the following outline:

(1) To adjust the work to the unfolding powers and growing capacity of the child. (2) To cultivate the child's powers of observation, thought, and expression. (3) To secure sense culture and hand training in the public schools. (4) To train the child into right habits of studying, thinking, and acting.

NEBRASKA.

The second annual contest of the Central Nebraska High School Declamatory Association, was held at Aurora, April 19. The program was good and well carried out. These contests are certainly increasing central Nebraska's interest in oratory and the power of expression, and are to be of great use to us, if they do not lead to extreme cultivation of artificial and conventional forms of expression, instead of natural forms.

Central City.

H. B. McCOLLUM.

NORTH DAKOTA.

A teachers' institute will be held at Pembina, June 3-9, conducted by Professors John Ogden and W. W. Hyde. C. E. Jackson, county superintendent.

An interesting career was that of the wife of Professor B. T. Washington, of Tuskegee, Ala., who died in Boston the other day. As related by *The Boston Transcript*, she was a teacher in Memphis when the schools were broken up, some twelve years ago, by the yellow fever scourge. She offered her services to the mayor as nurse for her suffering people, but, being unacclimated, was not allowed to take the risk. Hearing of General Armstrong's work at Hampton, she entered the senior class of the institute, where she was at once accorded the front rank, graduating with the highest honors of the class. Through the kindness of a Boston lady who became interested in her, and whose name is a household word wherever good deeds are to be done, Olivia Davidson was enabled to enter the state normal school at Framingham. Here she also took high rank and graduated with honor. She was at once engaged as principal of the Tuskegee school just established by Mr. Washington in the "Black Belt" of Alabama. Here she gave herself with all her heart to the congenial work of the education and elevation of her race, until she broke down under the heavy strain. The school owes much of its wonderful success to her rare energy and good judgment. Indefatigable in her efforts in its behalf, she gave herself no rest during the term, and devoted the vacations to the hard, wearing work of soliciting aid for the school at the North, in which she had remarkable success. She had a natural refinement of manner and a persuasive eloquence in pleading for aid in the good work in which she was so deeply interested that few friends of negro education could withhold. A few years ago she married Mr. Washington.

MISS SARGENT has resigned her position as teacher in the Milwaukee normal school, Wis., and returns to the East.

PROF. WERDEN REYNOLDS, of Green Bay, Wis., who has just celebrated the seventy-sixth anniversary of his birthday, has been a teacher in the public schools for fifty-two years.

J. A. BLAISDELL, a student of Beloit College, Wis., carried off second honors at the inter-state collegiate oratorical contest recently held at Grinnell, Iowa.

A. M. LOCKER, principal of schools at Mondovi, Wis., will hold a summer normal at that place, beginning July 1.

PRES. ANGELL, of Ann Arbor, Mich., delivered a lecture on "China and the Chinese," at the Milwaukee normal school recently.

MISS HETTER WILBUR, librarian of the state normal school, Kansas, has resigned on account of ill health.

PROF. W. S. FRANKLIN, of the Kansas State University, has received a call to the professorship of physics in Purdue University, Indiana.

WALTER HURST has recently accepted the presidency of Magnolia College, in La Rue county, Ky. He has had a wide and successful experience in the schools of Missouri. Arrangements are completed for re-opening the school in September with a full faculty. Prof. W. H. Cord, of Owenton, Ky., will have charge of the commercial department.

PROF. MAX WINKLER, of Harvard College, has recently taken the chair of assistant in modern languages in the state university of Kansas.

For purity, strength, economy, and curative power, HERR'S Serrapallia has no equal. Try it.

AT HOME.

NEW YORK CITY.

FOR THE TEACHERS' BENEFIT ASSOCIATION.

The entertainments given at the Metropolitan Opera House, in aid of the Teachers' Mutual Benefit Association, on Thursday evening of last week, and at a matinee on Saturday afternoon, were brilliant affairs, and from the sale of boxes and seats, the success, both financial and social, was great. The house was crowded upon both occasions. Professor Marwig directed the fancy dances, and the general management was in the hands of Colonel A. B. De Freese. Colonel De Freese was the recipient of a silver bowl, made by Tiffany at a cost of \$2,000, presented to him by the executive committee of the German Hospital Fair, for his management of that enterprise, and he was also enrolled an honorary member of the German Hospital, the emperor of Germany being the only other honorary member.

The report of the board of trustees of the Teachers' Mutual Benefit Association, for the year ending December 31, 1888, shows that the permanent fund of the association then amounted to \$30,132.60, and the annuity fund to \$6,198.61. The association had twenty-one annuitants, the average amount paid to each of them being \$560 a year. The income from interest on investments was about \$1,800 a year. The report says that the association has received gifts to the amount of \$5,000, and that its success is fully assured.

A NOBLE GIFT.

A quiet-looking, elderly man called at the offices of the board of education on Monday of last week, and told City Superintendent Jasper that he desired to give to some of the poor boys of New York an opportunity to obtain a college education. He proposed to establish, for a period of five years, twelve scholarships for poor boys in the schools who wished to go to college. In order to enable them to do this, he would give to the parents or guardians of each of the boys thus selected \$250 a year to support him while he was in college.

The speaker said that he desired to confer with Mr. Jasper in regard to this plan, as he wished him to select the boys. Later Mr. Jasper received from his visitor a letter in which the plan was fully set forth. He desired that the selection should be made without favoritism, and that notice should be given at once, so that twelve boys could be chosen from those who should complete their course in the grammar schools this spring. The president of the board of education, J. Edward Simmons, and James Godwin, assistant superintendent of the public schools, are named as the committee with Mr. Jasper to choose the candidates. The only condition made by the donor was that his name was not to be made public.

"His instructions were positive in this regard," Mr. Jasper said recently, "and his name will be known only to myself. He is one of the most prominent and active men in the city. His purpose is to do this work quietly and to give to some of the poor boys of the city a chance which he would have liked himself when a boy."

Mr. Jasper said that he had not yet decided how the selection would be made, but he thought it would be through the school superintendents. "If the experiment is a success," Mr. Jasper said, "after a few years' trial, the scholarships will be established permanently, as the donor said that he would set aside a special fund for it."

Superintendent Jasper of the public schools is so much pleased at the award of the medal for the best marching to the army of 4,000 boys who paraded in the city procession of the centennial celebration that he intends making a personal effort to secure a by subscription from the members of the board of education, his assistant superintendents, the inspectors, the trustees, and perhaps some of the principals of the schools, a sufficient amount of money to buy the die from which the gold medal will be cast. He desires to have bronze duplicates made, one for each lad who participated in the glorious show. He thinks that it will be a very profitable scheme, first, because it will please the children, and, secondly, because they may preserve the medals and hand them down to their children as evidences of the triumph of the army system now prevailing in our metropolitan scheme of education. A wealthy gentleman came to Mr. Jasper's office one day last week, and asked for the names of all the boys who had appeared in the parade. He said he desired to print them, and give a copy of the list to each lad. Mr. Jasper declined to furnish the roster. He hopes to have sufficient money to publish the catalogue himself, and he will present a copy to each of his youthful soldiers along with the bronze medal.

Primary school No. 9, at Ninety-ninth street and First avenue, was opened last week. Up to the end of the day, 328 pupils had been entered. The class-rooms have accommodations for 1,000. It is reported that one of the trustees has removed his home from the city, thus becoming disqualified to serve. Superintendent Jasper intends to have the matter investigated.

BROOKLYN.

William Barthman, a member of the Brooklyn board of education, was asked a few days ago what action he would take in regard to the request for his resignation, made by the committee of the board which investigated the recent purchase of the school site in Kosciusko street. Mr. Barthman said that the report had been laid over until the June meeting, and that he had not yet decided upon his course. The report finds that the site was sold to the board by A. F. Allen, a friend of Mr. Barthman's, for \$7,500, the market price of the property being only \$6,000. The report does not allege that Mr. Barthman received any part of this purchase money, but finds that he was not acting in the interest of the board in the matter, and asks for his resignation.

Mr. Barthman denies that he was interested in the sale, or in Allen, in any way whatever. He says Allen was merely an acquaintance, whom he had met three times. Several members

of the board are said to believe in Mr. Barthman's innocence, and it is believed that there will be a lively fight when the case comes up next month.

Why do we cram for examinations? was the question discussed by the Long Island, South Side, Association last week. Why? Because the superintendents and teachers demand it. Isn't that reason enough? Why was Caesar obeyed? Because it was death to disobey him. Disobey a superintendent, and see how quickly your head will come off.

CORRESPONDENCE.

FRYE'S "CHILD AND NATURE."

To the Editors of THE SCHOOL JOURNAL:

A number of teachers and school superintendents have lately borne testimony through these columns of the good they have accomplished by a careful study of Prof. A. E. Frye's "Child and Nature." I wish to add my mite. About a year ago I had ten or a dozen lady teachers who complained of their inability to teach geography well or make it in the least attractive for their pupils. Professor Frye's book had just been published. We purchased copies and decided to make a careful study of geography and sand-modeling as presented by this author. Regular lessons were assigned, and every Tuesday afternoon at the close of school we met and recited the assigned lessons, and discussed the subject matter. This we continued to do for about three months, at the end of which time all were agreed that geography was a beautiful science and they were genuinely enthusiastic in its teaching. Those who wish to make of geography one of the most attractive studies of the common school course, and who feel that they are wanting in enthusiasm and intelligent methods teaching it, will find in Professor Frye's book the very help they most need.

Eureka, Nevada.

WILL S. MONROE.

NOT USING SCHOOL READERS.

To the Editors of THE SCHOOL JOURNAL:

During the past five years I have almost dispensed with "Readers" in my school, substituting books of travel, stories, poems, and sketches, from which I select every day a certain number of words. These I write on the blackboard, and require pupils to copy them and supply definitions and dictatorial marks. In addition to the regular lessons in geography, I give them, every Monday morning ten or twelve questions, to which they find and write answers, these being read and discussed on Friday. The pupils and parents take a lively interest in these questions, the object of which is to stimulate inquiries and encourage a taste for reading.

Enterprise, Miss.

A. E. RUNIPH.

SAVINGS BANKS IN NEW HAVEN.

To the Editors of THE SCHOOL JOURNAL:

In addition to the important work of learning how to "read, write, and cipher," in the Dwight school the pupils of the night school have the advantage of taking a course in practical economy, for the school possesses a bank, conducted on business principles by the members of the school.

The bank was founded in September, 1887, and since that time there has been nearly 150 depositors among the pupils, and their deposits aggregate nearly \$300. The bank is conducted by the depositors, new ones being chosen every three months. Friday is the day in which all the bank's business is transacted, and the business usually occupies but fifteen minutes. The pupils deposit any amount from one cent to one dollar with the cashier and the amount is credited upon cards bearing the pupils' names or numbers.

The money is managed by Prin. L. L. Camp, who also acts as the president until it amounts to \$10, when it is deposited in some city bank and a bank book is given to its owner. Previous to its reaching the \$10 mark, it is handled at just the same interest, which is the standard of savings banks, four per cent., one per cent. being added to the principal every quarter. The bank's books and business are conducted very similar to those of the regular savings banks, and every month the deposits and entries are compared.

New Haven, Conn.

C. C. C.

A QUESTION IN ARITHMETIC.

To the Editors of THE SCHOOL JOURNAL:

In a recent number of the SCHOOL JOURNAL you say under "A Few Definitions:" "A multiplier is a number of equal numbers to be united." I find many other excellent things in the paper, but you neglect to make clear why times should be dropped in multiplication and from in subtraction. Would you eliminate times from the multiplication table?

Perryville, Ind.

GEO. W. DEALAND.

It is not wrong to use the word "times," but it is unnecessary. It is better to say 4's are 16. We would eliminate the word "times" from the multiplication table, because it seems to us to convey no valuable thought, and would lead children to repeat the multiplication table in the following form: 4's are 16; 4's are 32; 4's are 48; 4's are 64, etc.

BOOK DEPARTMENT.

NEW BOOKS.

The Reading Circle Library, No. 10. EAR AND VOICE TRAINING BY MEANS OF ELEMENTARY SOUNDS OF LANGUAGE. By N. A. Calkins. New York and Chicago: E. L. Kellogg & Co. 50 cents.

Here is a practical, common sense book by a practical, well known, and learned man. What is more important than the training of ear and voice to discriminate and utter all the sounds of our language with ease and accuracy? How correct is the statement of the author, that "when defects of utterance are not corrected during the early school-going period, habits of faulty utterance are formed which are very difficult to overcome in subsequent years." This book will be to the young, enquiring teachers a blessing, because it tells them what to do in order to train children to hear and speak well. It is so simple that the youngest teacher can at once apply every sentence, and yet it is so thorough that the college professor of rhetoric could with benefit make it a pocket companion. Among the subjects discussed are Speech Training, Comparing the Sounds of the Letters, Vowel Sounds Grouped, Breath and Voice Sounds Grouped, Suggestions for Removing Difficulties of Utterance and Impediments of Speech. In addition to these and cognate subjects the author has added, Characteristics of the Course of Instruction for Ear and Voice Training. This instruction is placed in different parts of the book, in connection with the plan of work. The plans here outlined will enable teachers to lead their pupils to acquire ready and distinct perceptions through sense-training, and will cause them to know the sounds of the language in a manner that will give practical aid in learning both the spoken and the written language. The simplicity and usefulness of these lessons need only to be known to be appreciated and used.

THE STORY OF MEXICO. By Susan Hale. New York: G. P. Putnam's Sons. London: T. Fisher Unwin. 428 pp. \$1.50.

In "The Story of the Nations" series, "Mexico," by Miss Hale, is found, upon examination, to be one of the most interesting of the list. Mexico is a land of surprises,—for instance, take the city of Vera Cruz. While the early morning sunlight reveals the roofs of houses, with domes and church towers rising high, and green tree-tops waving among them,—outside, the city is a barren waste, and in the distance the snow-capped Orizaba, silent and lofty, lifts itself up more than 17,000 feet. The history of Mexico too, is full of strange scenes. Commencing with its shadowy times and traditions, and going down the years to the present day, the unexpected and wonderful are always at hand. The author has, in a most interesting and detailed manner, given the history of its tribes and ancient people, including that most interesting nation, the Aztecs. Its revolutions, wars, and conquests, society, physical advantages, flora, family-life, pottery, cotton industry, means of wealth, government, schools, literature in modern Mexico, railways, and a myriad of other interesting subjects have been most delightfully discussed and portrayed by the author, making the book an extremely interesting one.

WILLIAM SHAKESPEARE. Portrayed by Himself: A Revelation of the Poet in the Career and Character of one of His Own Dramatic Heroes. By Robert Waters. New York: Worthington Company, 747 Broadway. 347 pp. It is said that ten thousand different essays, pamphlets, and books, have been published concerning the life and writings of Shakespeare, and yet, there is always room, and a willing reader for one book more. It is plain that the author of this volume is using his pen in defense of the great poet and dramatist, against such invaders as Bacon and Ignatius Donnelly. Mr. Waters shows that Shakespeare reveals himself, his life, and character, as plainly and purposely as any author ever revealed himself in his works. Twenty-one chapters of great interest to Shakespeare's friends and admirers have been devoted, by the author, to arguments and conclusions upon the subject. Toward the close of the book, several chapters are given to Mr. Donnelly and his cryptogram,—in which the Cipher and its fallacy are shown,—some important considerations touching the Baconian theory, and conclusions drawn in regard to them. The book is well written, and full of interest to the student and lover of Shakespeare.

THE TWO CHIEFS OF DUNBOY, or An Irish Romance of the Last Century. By J. A. Froude. New York: Charles Scribner's Sons. 456 pp. Cloth, \$1.50; paper, 50 cents.

A romance from the pen of an author so well known and admired as Mr. Froude, may well be, what "The Two Chiefs of Dunboy" proves itself to be, a most captivating book. There is a little of the flavor of Scott about the romance itself, while the descriptions of the country life at the time, scenes, and adventures are crowded with interest. The true Irish nature is faithfully depicted; pathetic scenes appear which carry the reader away from himself and place him upon the spot as a real participant. The entire book is full of character, making the story not only interesting, but strong. No lover of history should fail to read it.

ULTIMATE FINANCE; A True Theory of Wealth. Part Second. By William Nelson Black.

ESTHETICS; DREAMS; AND ASSOCIATION OF IDEAS. By James Sully and George Croom Robertson. New York: The Humboldt Pub. Co., 24 East Fourth Street. 15 cents.

These issues of "The Humboldt Library" furnish some very thoughtful reading. "Ultimate Finance" gives "The Origin of Property," "The Evolution of Wealth," "Banking, and its Relation to Accumulation," "The Relation of Insurance to Accumulation," "The Creative and Benevolent Features of Fortune Hunting," "Wealth and Enforced Contribution to the Public Welfare," and "The Impairment and Destruction of Property." The essays by Mr. Sully and Mr. Robertson are of a very different nature, touching the science of the beautiful with its allied conceptions and emotions.

REPORTS.

SOCIALISM IN ENGLAND. By Sidney Webb, LL.B. Published by the American Economic Association. Richard T. Ely, Ph.D., Johns Hopkins University, Baltimore, secretary.

The author traces in an able manner the rise and progress of socialism under the following heads: 1.—The Development of the

Socialist Ideal; 2.—The Rise of the English Socialist Movement; 3.—The English Socialist Organizations; 4.—Socialism in the Churches; 5.—Socialism at the Universities; 6.—Socialism in Political Economy; 7.—Parliamentary and Municipal Socialism; 8.—Socialism in Politics. It is a valuable contribution to the discussion on this subject.

WHAT IS A SLOJD? College for the Training of Teachers, New York City. Educational Leaflet, No. 36.

In this leaflet it is stated that the slojd aims to implant respect and love for work in general and for the coarser kinds of honest manual work, to develop activity, to foster order, accuracy, cleanliness, and neatness, to encourage attention, industry, and perseverance, to develop the physical powers, and to train the eye and sense of form. The slojd fits pupils for practical life, it tells with advantages on the ordinary school subjects, it fosters home-love, it develops the physique and the mental powers, it has a marked influence on character, and it educates in the true sense of the word.

LITERARY NOTES.

CHARLES SCRIBNER'S Sons have just published "Progress of Religious Freedom," by Philip Schaff, D.D., LL.D.; "Philosophia Ultima; or, Science of the Sciences," by Charles Woodruff Shields, D.D., LL.D.

MACMILLAN & Co. number among their latest books F. Marion Crawford's novel "Greifenstein."

HOUGHTON, MIFFLIN & Co. have begun to issue an illustrated edition of Thackeray's works.

D. APPLETON & Co. publish "Near to Happiness," a charming story of life in the south of France translated by Frank H. Potter.

THOS. NELSON & SONS, 33 East Seventeenth street, New York, issue "The Palace and Faubourg," an exciting tale of the French revolution.

A. S. BARNES & Co. issue in their system of penmanship a sheet prepared by Warren H. Lamson, for the Bridgeport, Conn., schools giving "Index to Correct Position," "Signals for Class Exercises," "Index to Correct Pen-holding," etc.

CARSELL & Co. have issued a volume, entitled "Two Sides of a Story," made up of short, bright stories, contributed by George Parsons Lathrop to Harper's, Century, and the Atlantic Monthly.

WHITE & ALLEN announce that by arrangement with Messrs. William Blackwood & Sons, of Edinburgh and London, they are enabled to publish simultaneously with their appearance in London the new series of Tales from Blackwood's Magazine.

BRENTANO'S will issue simultaneously in London and New York, the "Romance of an Alter Ego," a new novel by General Lloyd Bryce.

CATALOGUES AND PAMPHLETS RECEIVED.

Fifth Annual Catalogue of the Baltimore Manual Training School. John D. Ford, Engineer Corps, U. S. N., principal.

Sixth Annual Report of the City Public Schools, of Decatur, Texas, 1888-9. J. S. Tomlin, superintendent.

MAGAZINES.

The June *Wide Awake* opens with a reproduction of Henry Bacon's beautiful painting, "The End of a Long Day." The scene of Miss Raleys Seward's story, "The Naughtiest Boy I ever Met," is on board an ocean steamer. Mrs. Fremont contributes a California story, "The House that Jack Built," and Mrs. Annie Sawyer-Downs one on the Confederate side of the Civil war, "Rehears of Torture." "Little People in the Studio," and "Men and Things," are other titles that will prove attractive to the young folks.—A new portrait of John Burroughs appears in *The Book Buyer* for June, accompanied by a personal sketch of the author by Hamilton W. Mabie.—Teachers will find profitable reading in two articles in the June *Forum*: "The Decay of Political Morals," by Senator Edmunds; and "The Drift Toward Annexation," by W. Blackburn Harte. Mr. William Elliot Griffis, author of "The Mikado's Empire," tells the leading features of the new constitution of Japan. Besides these articles about specific political subjects, there is an essay by W. S. Lilly, on "The Ethics of Politics," wherein the artificial political morality which seeks to set up a different standard of judgment for public and for private conduct is examined and condemned.—Vick's for May contains among other good things "Tree Planting," "Our Native Trees and Shrubs," and "School Lessons in Plant Culture."—The *Contemporary Review* for May contains a sympathetic sketch of the work of Mr. Bright, by Dr. R. W. Dale. The paper is accompanied by two pages of *fac simile* notes of speeches made by Mr. Bright. Lord Chief Justice Fry contributes an interesting and suggestive paper on "Imitation as a Factor in Human Progress." Thomas Burt, M.P., presents a review of the progress of labor politics as represented in the British Parliament. T. Vincent Tynan makes another addition to the agnostic controversy.—The *Fortnightly Review* for May opens with an essay by Lord Wolsley, entitled, "Is a Soldier's Life Worth Living?" which he answers in the affirmative. William Archer makes a "Plea for an Endowed Theatre." Arsene Houssaye concludes his reminiscences of Alfred de Musset, begun in the April number. The number has also many other striking features.—The first article that is likely to attract the attention of the reader in the *Nineteenth Century* for May is Dr. Wace's reply to Prof. Huxley's rejoinder on "Agnosticism," in the April number. The Countess of Jersey has a pleasant paper on the "Hindoo at Home," describing the daily life of the Hindoos. Miss Clementina Black summarizes a remarkable speech by a working woman at the formation of a trades-union in Liverpool. Frederic Harrison reviews the results of the Parnell trial as affecting the cause of Home Rule, which, he says, by "far the largest, most momentous, and most complex question which has ever divided England since the Revolution." The *Contemporary Review*, *Fortnightly Review*, and *Nineteenth Century* may be obtained of the Leonard Scott Publication Co., 29 Park row, New York.

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THE PUBLISHERS' DESK.

The success which has attended the pleasant outings of Mr. Edward L. Chichester's summer sketching classes for the past few seasons and the increasing interest felt in this kind of vacation work have led to the organization of a permanent summer art school, designed especially for teachers in the public and private schools of New York, Brooklyn, and vicinity, who seek health and profitable recreation during their summer vacations. The special feature of the work will be recreative, and the lessons a series of pleasant, healthful, and open-air pastimes rather than irksome tasks. The class of 1889, will go to Burdett, Schuyler Co., N. Y., an attractive village overlooking Seneca Lake, and its picturesque surroundings, and but three miles from the famous Watkins Glen. It is one of the most healthful regions of the state, abounding with charming water and landscape scenes, rocky glens, waterfalls, and pastoral studies of much beauty and interest. Mr. Chichester, who will conduct the classes, is a student of the National Academy of Design, and of the Art Students' League, and for three years conducted an Art School in Buffalo. He has had much experience in conducting classes in out-door study, and his instruction is eminently practical and pleasing. The class will begin work July 9, and continue four weeks. For particulars, address H. E. Hayes, 21 University Place, New York.

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"I do not desire that Mattie shall engage in grammar as I prefer her to engage in more youthful studies and can learn her to speak and write proper myself. I have went through two grammars, and I can't say as they did me no good—I prefer Mattie to engage in German and drawing and vocal music on the piano."

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